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ABSTRACT

Problems of new faculty acculturation at liberal arts colleges were studied by the Great Lakes Colleges Association (GLCA) with the help of a 40-month grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Discussions with faculty members had revealed that many new faculty members were not comfortable at their institutions, due to perceptions that they were less than first-class citizens, they were carrying more than their fair share of work, the institution was not serious about awarding them tenure, and various constituencies within the institution were not being fair to them in describing the real criteria for earning tenure. Also, tenured faculty tended to view new faculty with suspicion. The FIPSE project resulted in a series of activities, including workshops for new faculty and for department chairs; an investigation of contemporary career patterns and tenure practices; home campus activities tailored to the new faculty; and an inter-institutional mentoring program. Results indicate a greater appreciation of and willingness to deal with the problems of new faculty, greater support for them, and more understanding of and interest in them. Twelve appendices include: insights and information for FIPSE staff; GLCA conference agendas; "Current Appointment and Tenure Practices: Their Impact on New Faculty Careers," by Robert T. Blackburn and Neil Wylie; a questionnaire on job responsibilities and institutional policies; a sample letter sent to new faculty; related correspondence; "Enhancing Faculty Validity through Collaboration among Colleagues," by Neil Wylie and Jon W. Fuller; and a final memo to those interested in the GLCA program. (SM)

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Helping New Faculty Adjust to Careers at Liberal Arts Colleges

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Helping New Faculty Adjust to Careers at Liberal Arts Colleges

Project Summary Paragraph

To facilitate the socialization and adjustment of new faculty members beginning their teaching careers at liberal arts colleges a series of activities were undertaken, including two workshops for new faculty and one for their department chairs, an investigation of contemporary career patterns and tenure practices at liberal arts colleges, a series of home campus activities tailored to the needs of new faculty at individual institutions, and an inter-institutional mentoring program. A number of the home campus activities are being continued subsequent to the termination of federal funding, and funding of the inter-institutional mentoring program has been assumed by the colleges. Workshops for new faculty and for departmental chairs will be repeated periodically.

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Executive Summary

The Great Lakes College Association (GLCA) is an academic consortium of twelve midwestern liberal arts colleges. The idea for this project came during one of the regular meetings of the GLCA Academic Council, a representative faculty advisory committee to the GLCA, where a serious concern about the welfare of new faculty members who teach at the GLCA colleges was expressed. Council members thought that an unhealthy separation existed between untenured and tenured faculty, that the rules for earning tenure were being rewritten and that tenure was becoming increasingly difficult to earn. This was creating a serious morale problem on our campuses for both tenured and untenured faculty members.

With the approval of the chief academic officers of the GLCA colleges, several initiatives were undertaken, including three workshops. Two of the workshops were for new faculty members and one was for their department chairs.

The first of the new faculty workshops focused on issues of the undergraduate curriculum, understanding the politics of teaching, and faculty career issues, including issues of time management and stress. It was judged a success by most of those who attended. As was also the case for the second workshop for new faculty, conference participants prepared a plan for appropriate follow-up activities to be conducted on their home campuses.

The second workshop for new faculty members took into account suggestions made after the first one, and attempted to address more specific practical issues such as using evaluations to improve teaching, improving lecturing techniques while taking into account differences in student cognitive development and learning styles, developing an effective new faculty support organization on campus, and, again, successful time and stress management techniques. This workshop was rated as less successful than the first, but the reasons may have been idiosyncratic rather than due to the topics being addressed.

The workshop for department chairs who either had untenured faculty in their departments or were about to undertake a search for new faculty members focused on such issues as giving appropriate and constructive feedback to new faculty members, encouraging appropriate levels of professional productivity, effective time and stress management techniques, effective recruitment and hiring practices, and contemporary views of faculty careers. This workshop was successful, and we plan to offer a similar workshop periodically.

As we began to work with new faculty members, we discovered that more myth than fact existed regarding the career outlook for new faculty members at liberal arts colleges, and we undertook to develop a seven-year longitudinal data base to remedy this deficiency. These data proved to be much more difficult to gather than we had thought, but we now have the information and will make it available to the colleges and more broadly through publication. A preliminary report of our findings was presented to a meeting of the Association for the Study of Higher Education and to the GLCA Chief Academic Officers.

Because faculty at liberal arts colleges are usually selected at least in part because they do not share the same disciplinary specialty with anyone else on the campus, a degree of professional isolation exists which does not exist at large institutions. To help reduce the isolation felt by new faculty members, we developed an inter-institutional mentoring program to match new faculty members from one of our colleges with tenured faculty members having the same specialties at another. The inter-institutional mentoring program was successful and will be continued with funding from our colleges. While developing it we discovered that the issues of greatest importance to new faculty members are not all related to their specific disciplinary specialty. This has permitted a greater variety of matches to be made.

Finally, tied in part to the recommendations for home campus activities derived from our workshops for new faculty, we provided assistance to permit individual GLCA colleges to develop their own new faculty programs. The most common activity undertaken on a campus was some form of orientation program for new faculty members. Other activities included the development of an intra-institutional mentoring program, the development of a faculty opportunities handbook, and the development of special library collections on teaching. Many of these on-campus activities are being continued.

Helping New Faculty Adjust to Careers at Liberal Arts Colleges

Project Overview

This project started with concerns about the welfare of new faculty at GLCA institutions, a concern expressed during one of the regular meetings of the GLCA Academic Council. The Academic Council is a faculty advisory body to the GLCA which meets annually. Concerns about the welfare of new faculty members at our colleges were also expressed at about the same time by the members of the GLCA Deans' Council, a standing GLCA committee comprised of all twelve GLCA Chief Academic Officers, which meets three times each year. Subsequent to these expressions of concern, conversations by GLCA staff with individual tenured and untenured faculty members at our institutions convinced us that there was a significant problem among untenured faculty in the GLCA, and our proposal to FIPSE was our attempt to address it.

We came to understand that most new faculty members who come to liberal arts colleges, such as those represented by the GLCA institutions, although well prepared to do specialized research in their disciplines, are unprepared for the breadth of approach expected by our colleges. New faculty find themselves in institutions which put a very strong emphasis on the quality of classroom teaching as measured by student and colleague evaluations, and they are often asked to teach courses that go well beyond their own disciplinary specialization. New faculty are also asked to take on responsibilities for both formal and informal counseling of students, to participate in the social and cultural life of the college, and to assume an active role in the committee and governance responsibilities of the faculty. At the same time, they are told that the institution expects them to be active and productive scholars.

Problems of adjustment to teaching in a new kind of institution have always faced new faculty members, but young faculity members today must also deal with a much higher degree of uncertainty about their careers. Senior faculty members and administrators who will make the decisions about contract renewal and tenure for junior faculty are often unable to say exactly what junior people should do if they want to stay at that institution and achieve tenure. There are many uncertainties in the institution's future, and they recognize that it may not be possible to keep even the best and most successful young colleague.

Institutional uncertainty imposes barrier on communication between junior faculty and the senior faculty and administrators at each college. The natural mentoring which eased the adjustment of so many young faculty to these institutions in the past is less likely to take place today. Many senior faculty and administrators are uneasy, embarrassed, and careful not to imply commitments or promises which they may not be able to keep. Their relations with junior colleagues may be more distant than they wish them to be.

Junior faculty feel great pressure to succeed in their present job, believing that there may not be another one in their chosen profession. Their uncertainty may produce increasing undertones of resentment and mistrust of senior colleagues. The "rumor mill" produces instances where junior faculty members have either misunderstood what was expected of them or were misled or misinformed by their more senior colleagues, or who were subjected to apparently arbitrary negative personnel decisions.

While feeling pressure to adjust to the particular demands of the small liberal arts college, prudent junior faculty members also want to maintain their credentials as disciplinary specialists in case they must seek another academic position. But that kind of prudence, making it more likely that a future move to a new position will be successful, may also prevent junior faculty from fitting as well as they might otherwise have into the college where they presently teach, and therefore make a career move more likely to be necessary.

Because the GLCA member colleges have worked together on significant faculty personnel and curriculum issues in the past, we believed that a consortial approach to the problems cited above could be fruitful. The creditability of the consortium among faculty members and administrators was already established, as was the willingness of our member institutions to take seriously what they learned from the other members.

What was needed to deal more constructively with these problems of adjustment of junior faculty members to careers of teaching in small liberal arts colleges were opportunities for junior faculty members to understand more systematically and clearly what was expected of them and how others have been able to adjust and respond to those expectations. We wanted to more clearly define these circumstances under which junior faculty members could be successful at our colleges, earn tenure, become productive scholars and excellent teachers, assist their students in achieving their highest potential, and ensure that the collegial mechanisms by which our institutions are sustained operate successfully.

We found we needed to assemble and distribute to our new faculty colleagues information that was already available, and we also found we needed to gather some new information from our colleges. We also found it advisable to work with constituencies within the college, deans and department chairs, who have the greatest impact on new faculty in order to heighten their consciousness of new faculty issues.

During the project, 86 untenured faculty members were direct participants in some GLCA-sponsored activity, as were 72 tenured GLCA faculty members. Others, including conference speakers, GLCA chief academic officers and consortium staff, numbered 35. These numbers do not include untenured faculty who were involved in campus-based activities promoted by this project, nor do they include the additional 70 untenured and tenured faculty members who have participated in our mentoring program since FIPSE funding was discontinued.

In the most general sense, this project has served to heighten awareness on our campuses and elsewhere of some of the dilemmas and problems faced by new faculty who come to liberal arts colleges today, and demonstrated some successful approaches to dealing with these problems. A series of workshops for new faculty and for department chairs, an inter-institutional mentoring program, and a research project describing the careers of new faculty who come to GLCA colleges have all served to heighten awareness of new faculty problems, and have led to some new approaches by GLCA and by the institutions involved. More institutions than were doing so before are now offering programs designed specifically for new faculty as a regular part of their ongoing faculty development activities, the GLCA chief academic officers have committed themselves to continuing financial support of the new faculty mentoring program which the GLCA developed under the auspices of this grant, and more information about the nature of new faculty careers exists than did before. As a result, the circumstances in which new faculty find themselves at GLCA colleges have been improved, and serious interest has been expressed by other institutions in several aspects of our program.

Purpose

The project addressed problems of new faculty aculturation at liberal arts colleges. We knew from discussions with new faculty (untenured faculty), deans, tenured faculty, and others that many new faculty did not feel comfortable at their institutions for a variety of reasons. Among the reasons were a perception that they were less than first-class citizens, a perception that they were carrying more than their fair share of work at the institution, a perception that the institution was not really serious about awarding them tenure, and a perception that the various constituencies within the institution were not being altogether fair to them in describing the real criteria for earning tenure.

In contrast to the above perceptions by junior faculty, tenured faculty tended to view new faculty with suspicion, as being relatively narrowly focused on their own specialities within their disciplines, and as having little interest in the overall welfare of the institution.

We have determined that the perceptions stated above are real, and also that a great deal can be done through direct programming to alleviate the difficulties faced by untenured faculty members. Much of the informal mentoring which current mid-career faculty experienced as they entered the profession seems to have been discontinued. Institutions today would be well advised to deliberately initiate orientation and professional counseling programs for untenured faculty members, and also to ensure that their institutional missions/policies/proceedures are as clearly and as openly stated as possible. If this is done, new faculty will not be the only beneficiaries. The entire institution will benefit as more effective communications and a more coherent sense of institutional mission is fostered across constituencies.

Background and Origins

The Great Lakes Colleges Association (GLCA) is an academic consortium made up of twelve independent liberal arts colleges and universities located in Indiana, Michigan, and Ohio. Institutional members are Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and Wooster. The consortium headquarters are in Ann Arbor, Michigan.

For a number of years the GLCA Chief Academic Officers had expressed their concerns about the effect of the current tight job market on new faculty. At the same time, they had felt it necessary to develop much more formal regulations dealing with tenure and reappointment procedures than some of them were really comfortable with, creating an additional burden not only on their offices but also on other faculty and administrators.

At a fall, 1981, meeting of the GLCA Academic Council, a faculty advisory body to the GLCA, a very important seminal discussion occurred. Both untenured and tenured faculty were serving on the Council at the time, and a very frank discussion of new faculty perceptions and of the discomfort which senior faculty felt with the current circumstances of untenured faculty took place. We subsequently began to discuss new faculty problems more specifically, and finally submitted a proposal for action to FIPSE.

The FIPSE Project was undertaken and approved with enthusiasm by all of the revelant GLCA constituencies; presidents, chief academic officers, Academic Council. There were cautions about not creating non-productive "gripe sessions," of course, and great care was taken throughout the project to always create a supportive atmosphere for the discussion and analysis of new faculty concerns.

Project Description

The GLCA project for new faculty members incorporated three major activities; a series of three workshops focused on issues and topics essential to the well-being of new faculty at our colleges; a variety of campus-based activities for new faculty, undertaken as appropriate for each of the GLCA campuses; the development of a data base to provide our colleges and new faculty members with accurate information about the careers and progress toward tenure of new faculty at their own and similar institutions; an inter-institutional mentoring program. In addition, evaluation and planning activities were continuous throughout the project period, and information about the project was shared with a wide variety of audiences.

Conferences/Workshops

Three meetings were held as a part of this project, two which involved untenured faculty, tenured faculty and administrators, and one which involved department chairs. A fourth meeting, which would have brought together individuals interested in the mentoring activities undertaken as a part of this project, was cancelled.

The first meeting of new faculty was held April 12-14, 1984, at Mohican Lodge, near Perrysville, Ohio (see Appendix 2). This conference introduced the project by raising a variety of serious professional issues that affect new faculty. Conference sessions focused on issues of curriculum, including what an ideal curriculum might look like, how teaching can be improved by understanding the politics of teaching, and faculty career issues, including issues of time management and stress. Twenty-seven untenured faculty, 14 tenured faculty, six GLCA Chief Academic Officers, and nine others participated in this meeting. As a part of the meeting, groups from the same institution met together to develop an action plan to be undertaken on their own campuses. These plans were summarized, and distributed widely throughout the GLCA.

This conference, although assessed as "risky" by some GLCA administrators, was generally judged a success. Although untenured faculty felt they had been given a new voice, some expressed a concern that they had not had sufficient input into the planning process. They further suggested that many of the theoretical issues (e.g., curriculum) discussed were irrevelant to them, and they expressed more specific concerns such as how to get tenure, how to improve one's course of evaluations, and how to meet our institutions' multiple demands for excellent teaching, quality research and institutional service. New faculty were brought directly into the planning process for the second workshop.

The second meeting for new faculty was held March 21-23, 1985, at a Holiday Inn in Ann Arbor, Michigan (see Appendix 3). Twenty-eight untenured faculty, nine tenured faculty, five GLCA Chief Academic Officers, and six others attended this workshop. Taking into account the suggestions made during and after the first conference, during this meeting we attempted to address more directly some specific, practical issues of concern to new faculty. Workshop sessions focused on using evaluations to improve teaching, improving lecturing techniques while taking into account differences in student cognitive development and learning style preferences, developing a successful campus-based new faculty organization for mutual support and benefit, and successful time/stress management strategies.

New-faculty were also given a greater voice during the second conference as well as during the planning period. They were allowed to decide which of a variety of specific issues could be addressed during time alloted during the conference for this purpose. Working groups were organized by the new faculty around the topics of 1) Evaluation and Feedback in Teaching, Research and Service, 2) Practical and Political Aspects of the Tenure Process, and 3) Dealing with Tensions between Personal and Professional Priorities in GLCA Colleges. Reports of these issue group discussions and another set of recommendations for campus activities were circulated to all the GLCA Chief Academic Officers subsequent to the meeting.

Although we made serious attempts to tailor this second workshop to more specifically fit the needs of new faculty, this activity was in some ways less effective than the first. In retrospect, one of the reasons for this may have been that we brought in "outsiders" to staff three of the key sessions. Two of these individuals, both highly recommended and with national reputations, apparently failed to establish the creditability with their audience necessary for maximum effectiveness. This is a somewhat disturbing finding, perhaps suggesting how insular our colleges really are among the spectum of higher education institutions, and it certainly has implications for future workshops. The most highly rated elements of the workshop were the issue groups organized by the untenured faculty who were present and the session on developing a politically effective new faculty organization on campus.

The third workshop offered as part of this project was offered for department chairs on April 17-19, 1986, at Mohican River Lodge, Loudonville, Ohio (see Appendix 4). Organized around the theme "Academic Leadership," it was directed primarily at department chairs who either had untenured full-time faculty in their departments, or chairs who knew they would be recruiting new faculty in the immediate future. Twenty tenured department chairs, two untenured chairs, and nine others attended this meeting.

Recognizing that new faculty often look to their department chair for support and assistance in understanding the scope of their responsibilities, while at the same time recognizing that department chairs are more and more often being asked to be active participants in the process of evaluating new faculty and recommending them for reappointment and tenure, we sought to sensitize department chairs to the concerns of new faculty while at the same time providing the chairs with some of the skills necessary to deal with new faculty more effectively. Such issues as giving appropriate and constructive feedback, encouraging appropriate levels of professional productivity, effective time and stress management techniques, and effective recruitment and hiring practices were discussed. In addition, we returned to a theme of the first new faculty conference, devoting a significant amount of time to discussing with these department chairs effective faculty professional development practices and their relationships to faculty careers. An important part of this discussion was an emphasis on the finding that department chairs can have a considerable impact on their junior colleagues, even without intending to.

This conference for department chairs was generally judged to be successful. Especially popular were the sessions on effective performance appraisal and time and stress management, and the time available outside regular sessions for sharing common problems and talking "shop." It is clear from the results of this meeting that departments chairs share many common problems and would benefit from additional training and the opportunity to work together. As do new faculty, chairs often feel they are neglected by their chief academic officers and that they are not given appropriate recognition for their efforts. In fact, a number of people suggested that a joint meeting of department chairs and chief academic officers should be held.

One proposed conference, on mentoring, scheduled to be held at DePauw University's Walden Inn in November of 1986, was cancelled due to lack of sufficient advance enrollment (see Appendix 5). We had thought of this conference as being an opportunity to discuss a number of this project's outcomes with a group of both tenured and untenured faculty members who had obvious sympathy for the issues being addressed. (All of the invitees to this conference had expressed an interest in being part of our mentoring program, although not all of them had been selected as mentors or mentees up to that time.) We proposed to review the project, to provide formal presentations on what it means to be professional at our colleges and on successful faculty professional development activities in the GLCA colleges in addition to reviewing our mentoring efforts to date.

When fewer than a dozen people had indicated that they planned to attend the mentoring conference by the registration deadline, we decided it would not be cost effective to offer it. Whether those who declined to attend simply felt the meeting was not revelant to them, whether some of the new faculty who had actually been involved in mentoring activities felt some aspect of their confidentiality would be compromised, or whether some other reason was the cause of the low pre-registration for this activity cannot be determined. We suspect that the tentative conference schedule may not have looked substantial enough or that it may have appeared that not enough new issues would be addressed. In other words, people many have decided not to attend because of a perceived lack of revelance to their own professional lives at the moment.

The Information Data Base

When we began to consider our project, we discovered that there was a dearth of information regarding the progress of academic careers of untenured faculty at

GLCA colleges or, indeed, elsewhere. We set out to create a data base which would permit us to track the careers of new faculty in the GLCA from the time they began their employment until they either left their institution or received tenure. Leaving a college does not necessary imply a negative personnel decision, non-reappointment or failing to earn tenure, so to the extent possible we attempted to gain information on the reasons why individuals failed to return. We also sought to determine whether reappointment or tenure was becoming more difficult to earn in the face of the current "buyers" job market in academe.

Concurrently with our efforts to establish a data base on new faculty, although not with FIPSE funds, the GLCA office also undertook to establish an all-GLCA faculty directory. We had felt the need for such a directory for a number of years, and with the acquisition of GLCA's first micro-computer the undertaking of both projects became technically feasible. What we did not expect, however, was the difficulty we experienced in gaining the necessary information from our colleges. Although we experienced little obvious resistance because most of the GLCA chief academic officers were already convinced of the merit of both projects, we discovered that at many institutions the information we sought had never been systematically brought together. As a result, individual personnel files frequently needed to be consulted, and reports that we estimated could have been produced in no more than a few hours were often delayed by months. However, we did eventually manage to assemble a five-year profile of new faculty at each of our colleges, and a composite/demographic profile of new faculty for the entire GLCA. A report of our findings was presented to the Association for the Study of Higher Education in March, 1985 (see Appendix 6).

Our data on new faculty careers, contrary to our expectations, did not seem to indicate any drastic changes in the circumstances of faculty over the five-year span being examined, either in terms of the percentage of new faculty being hired into tenure-track as opposed to the term positions or in terms of the percentage of faculty on tenure-track actually being awarded tenure. These data should be considered preliminary, however, and further research over a seven-year time span is now under way. We have also located an appropriate source of national data with which to compare GLCA information and improve our perspective. We will continue to work on this aspect of the project, and plan to be able to present the results of our seven-year study for publication in the near future.

Mention has been made of the elaborate procedures for review of faculty for reappointment, tenure and promotion which exist at our colleges. Driven partially by threats of litigation by unsuccessful candidates but also by a desire to treat all candidates equitably and to reduce uncertainly and anxiety over procedures, most of the GLCA institutions have developed written policies which must be followed for all candidates. One result of the establishment of regular formal procedures for the evaluation of all candidates is that weeks or months of time are now consumed by the evaluation and review process. It is not uncommon for a candidate to prepare a dossier several inches thick, even for a "simple" reappointment, which must then be carefully considered by a faculty committee, senior academic administrators, and often the institution's president.

To understand more about how policies for reappointment, tenure and promotion operate in GLCA colleges and affect new faculty, we began to develop a questionnaire which would not only describe existing policies but enable us to make comparisons between institutions (see Appendix 7). By making comparisons with other similar institutions, we reasoned, individual colleges could perhaps find ways to simplify and/or improve their own efforts.

Because of suggestions from a group of new faculty, we also included in the draft questionnaire a number of questions about other institutional policies (e.g. teaching loads, funds for research support) toward new faculty. The questionnaire was circulated once to GLCA CAOs in rough draft for their comments, and suggestions were also solicited from a group of new faculty at one of the GLCA colleges. The document contained in Appendix 7 of this report represents the current state of the effort, which was not continued primarily due to lack of staff time in the GLCA office. We will continue this aspect of the project if we are asked to do so by an appropriate GLCA constituency.

The GLCA Inter-Institutional Mentoring Program

Whereas faculty at larger institutions frequently have a number of colleagues with whom they share a number of disciplinary interests, at small liberal arts colleges faculty are normally selected because they do not share the same specialty with anyone on their own campus. This leads to a sense of professional isolation which we believed could be reduced by a mentoring program that paired a junior faculty member from one GLCA college with a senior faculty member having the same specialty at another.

FIPSE's support made possible a very successful consortial mentoring effort (Appendix 8). During the grant, 29 junior faculty members from ten of the twelve GLCA colleges were paired with senior faculty members at GLCA colleges different from their own. All twelve GLCA colleges were involved in the program by providing mentors, mentees, or both. Funds from the project were used to reimburse mentoring partners for actual expenses associated with mentoring sessions. Typical expenses included telephone charges, automobile travel between campuses, and the cost of one or more meals shared by partners during mentoring sessions.

An indication of the success of the mentoring program is that the GLCA chief academic officers agreed to continue to support it after FIPSE funding ended in December, 1986. Thanks to this decision, and to an increase in staffing in the GLCA offices, the mentoring program served more faculty in the period between January 1, 1987 - June, 1987, than during the three-year period of the grant. From January through June, 1987, 35 junior faculty members were paired with mentors. The 35 junior faculty came from eleven of the twelve GLCA colleges and represented 18 different academic departments.

During the period of the grant the objectives and scope of the mentoring program expanded as we gained a better understanding of the needs and interests of junior faculty members. It became clear, for example, that while junior faculty members were eager for advice from senior colleagues about their teaching, they also sought a senior faculty perspective on a wide range of other issues that concerned them as they made the adjustment from life as graduate students at research universities to life as faculty members at small liberal arts colleges. The concerns expressed by the junior faculty mirrored in most ways the concerns which led us to develop our original proposal to FIPSE. Some of the concerns were how to balance the demands of teaching, scholarship, and community service, how to negotiate the by-ways of promotion and tenure review, how to connect to scholarly networks beyond their own campus, how to fund their scholarship by drawing on outside sources, how to make their way in a small town after life in the big city, how to face the special challenges of sustaining a two-career marriage (either at the same institution or while being geographically separated for much of the year), and how to deal with the special demands which are placed on female faculty in institutions which are still predominantly male.

The issues likely to surface in mentoring sessions were as varied as our own junior faculty. Happily, we were able to find senior faculty at our colleges who were willing and able to share their perspectives on a wide range of professional and personel issues that concern their junior colleagues. As we learned more about the complex needs of junior faculty at different times in their early careers we devoted more time to making each mentoring match, seeking to determine the special needs and interests of each junior faculty applicant and then searching out the best possible mentor given these needs. Although we were able to pair most junior faculty with senior colleagues from their own discipline, late in the project we discovered that some junior faculty did not consider the discipline of a prospective mentor as important as other factors. This made it possible to find mentors for some junior faculty who might have remained unmatched in earlier years.

Senior and junior faculty members were matched in a two-step process. We first determined the needs of the junior faculty member by studying the questionnaire he or she supplied and by talking with each prospective mentee by telephone. Subsequent to our conversations with the prospective mentee, we attempted to identify appropriate mentors from a roster of senior faculty members who had volunteered to serve. Although we used this pool when possible, it was often necessary to go beyond the pool of volunteers and recruit more appropriate senior faculty.

These senior faculty were identified by a variety of means, including conversations with department chairs, faculty colleagues, and chief academic officers, and by drawing on the GLCA staff's own extensive knowledge of GLCA faculty. (The confidentiality of junior faculty members seeking mentors was strictly guarded throughout these conversations.) Pairing senior and junior faculty in this way is labor intensive, but it seems the best means to ensure that the program meets the needs of junior faculty at our colleges.

Reports from junior and senior participants indicate that mentoring partners resorted to a wide variety of mentoring formats. The most typical mentoring session involved a one-on-one meeting on the campus of one of the participants and included a shared meal. Some mentors gave their partners the opportunity to meet colleagues on their campuses and tour facilities, such as laboratories, performing art centers and art studios. In some cases, a mentor who had agreed to meet with more than one junior faculty member brought junior faculty together for a group session.

The initial meeting between mentoring partners was often followed by an exchange of teaching materials or scholarly work in progress. Quite frequently contact between partners was sustained over the next year by telephone, and reinforced by later meetings at regional and national conventions of professional associations (at no further cost to GLCA). In one case a mentor and his partner collaborated to organize a GLCA conference in their discipline. In another instance, an initial contact between a mentor and mentee resulted in a series of exchange visits and shared programs between two departments.

Interest in the mentoring program has grown each year among junior and senior faculty alike, as reflected by the number of junior faculty requesting mentors and the number of senior faculty expressing a willingness to serve. It seems fair to conclude that the program is meeting a real need. This conclusion is supported by the reports of those who have participated, which are uniformally enthusiastic. Another indication of the program's success is that some of our colleges have indicated programs of their own and have called on consortial personnel for advice. GLCA has also been contacted by representatives of the Lehigh Valley Association of Independent Colleges in Pennsylvania, which is considering creating a similar consortial mentoring program.

Surely the clearest evidence of the long-term impact of FIPSE-funded GLCA mentoring activities is that the chief academic officers of our colleges have agreed to continue to fund the program on their own. (Some academic deans have even asked GLCA staff to help find appropriate mentors for senior faculty.) The program will continue and seems likely to prosper given this administrative commitment.

Campus-Based Activities

During both of our new faculty workshops, time was allocated for campus groups to formulate plans for activies to be undertaken on their own campuses. Modest project funds were made available to provide an incentive for institutions to try a number of new approaches. Ten of the twelve GLCA colleges requested money for campus-based projects (see Appendix 9). It was understood that any project undertaken did not need to be exclusively directed toward untenured faculty. In fact, one could imagine a variety of circumstances in which new faculty needs would be better met by bringing tenured and untenured faculty on a campus together in a common activity.

The most common activity undertaken on campuses was some form of orientation program for new faculty, normally involving some social time as well. Formal workshop activities exclusively for new faculty members were offered at Albion, DePauw, Denison and Wabash. Workshops or meetings that involved both new faculty and tenured faculty were offered at Earlham, Hope and Wooster.

The second most common campus activity was the development of some sort of intra-institutional mentoring program. Albion undertook to involve both junior and senior faculty in a GLCA-like mentoring program, while the faculty development consultant at DePauw undertook to mentor a number of new faculty himself. Neither of these initiatives seems likely to have been undertaken without the stimulus of the GLCA project.

A number of other more unique projects were undertaken all appearing to be appropriate for the particular circumstance. At DePauw, a faculty development handbook detailing all of their faculty development opportunities and how to apply for them was produced for the first time. In a similar vein, benefiting both senior and junior faculty but providing perhaps the greater incremental benefit to less experienced ones, at Antioch a special section in the library on teaching was created for the first time. This collection, which contains both articles from periodicals and books, is now available to serve as a centralized professional reference for all Antioch faculty seeking to improve their teaching.

Project Results

The preceding section, Project Description, necessarily detailed project outcomes in terms of what activities actually took place. In this section, somewhat more detail will be provided on each of the specific project activities, as well as a final overview of outcomes.

Conferences/Workshops

Three workshops were held during the course of the project, two involving new faculty and one involving department chairs. We had not intended to do a workshop for department chairs as a part of this project, but our conversations with new faculty, and the results of evaluations of our first conference clearly indicated that this activity would be appropriate. By focusing on skills that would help department chairs perform their functions better while at the same time focusing on issues of special relevance to new faculty, we were able to serve department chairs directly and new faculty indirectly. The conference was so successful that we plan to repeat it at regular intervals.

Our two workshops for new faculty were successful not only in transmitting specific information but in creating an atmosphere where new faculty were able to express themselves more freely. By identifying new faculty as a special constituency among all faculty, we heightened the awareness of new faculty problems at our colleges. All of the information we have indicates that awareness of new faculty problems has increased on our campuses, and that their needs are being more carefully attended to as a result of this project.

The Information Data Base

As indicated above, we were not able to gather information on new faculty as quickly as we had hoped. The fact that information on new faculty is now part of the GLCA Faculty Directory means that future studies of GLCA faculty careers will be possible, and that we will be able to keep new faculty careers in greater focus on all the GLCA campuses. We plan to report periodically on the status of new faculty at our colleges.

The GLCA Inter-Institutional Mentoring Program

Momentum for the GLCA Mentoring Program for new faculty seems to be increasing, and the GLCA chief academic officers have agreed to support this program from their own budgets. Thus, the program is meeting a significant need felt by new faculty, and will continue to do so.

What is perhaps most interesting about the GLCA Mentoring Program for new faculty is that it seems to accomplish so much with so relatively little. The total contact time between mentor and mentee under this program is typically no more than a day, yet both mentee and mentor virtually always report a beneficial experience. Whether this indicates the absence of quality discussions about academic careers in our colleges, the desperate need for recognition by new faculty and senior faculty alike, or something completely different, the outcome is intriguing. One wonders whether the program would be so enthusiastically received if more time were devoted on our campuses to discussing faculty careers, including the careers of new faculty. Whatever the reason for its success, the mentoring program seems to have found a permanent place among GLCA activities, and will be continued.

Evaluation and Planning

The evaluation and planning activities undertaken as a part of this project have been described above. We were fortunate in that we could use existing GLCA advisory groups, the Council of Academic Deans, (Deans' Council), and the Academic Council, as forums to discuss the progress of the grant. Although we had a special committee for planning and evaluation of this project, which did meet once (Appendix 10) it seemed better to hold most of the discussions of the project with standing GLCA advisory committees. In this way, the program was easily incorporated into the matrix of all the GLCA activities, and has more easily become a part of the ongoing GLCA programs. Both the Academic Council and the Deans' Council expect that we will be undertaking more work with new faculty in the future.

Dissemination of Project Information

Some GLCA administrators clearly thought that to undertake a project that would focus intensely on career dilemmas of new GLCA faculty members was risky. They were worried that any gathering with untenured GLCA faculty members could turn into an undisciplined "gripe" session, or worse. These concerns led us to be very careful to think through all of the project activities before beginning them. Happily, to our knowledge no demoralizing gripe sessions ever occurred. At this point we have probably created an atmosphere which contains enough trust so that we need to worry less about such problems. Interestingly, in our conversations with the Lehigh Valley Consortium about our mentoring program, the same reservations were expressed.

In the context of the above probably it is worth mentioning that the mentoring program and the workshop for department chairs seem to have been the two project activities that have so far created the greatest interest among non-GLCA constituenties. These activities are probably seen as being less risky, in that they do not bring groups of new faculty together.

This project has achieved considerable recognization. It has been cited in Academic Leader, Administrator, AAC Update, and the AAHE Faculty Opportunities Audit. In addition it has been described by Wylie and Fuller (Appendix 11),in a chapter by Fuller (in press), and in a presentation by Blackburn and Wylie (Appendix 6). In addition, Wylie will describe it in a forthcoming chapter on consortial approaches to faculty development, as will Blackburn and Wylie in an article on the new faculty careers research. Project activities which seem to have generated the greatest interest so far are the Academic Leadership Workshop for department chairs and the Inter-Institutional Mentoring Program. In response to the Academic Leader article, over twenty requests for additional information were received and answered (Appendix 12).

Campus-Based Activities

We did not think that it would be as difficult as it turned out to be to encourage institutions to undertake their own projects to benefit new faculty. While ten of our twelve colleges eventually did request funds for a project, several did seem to take a long time to focus on this aspect of the project. On the other hand, much seems to have been accomplished on the campuses with relatively small amounts of money, and many of the projects that were started seem to have good chances to continue. It would probably have been a good idea at the beginning of the project to ask that a person other than the institution's chief academic officer be designated as "campus representative" to the new faculty project, and to use those individuals as a second communication channel to the campuses. Whether this would have been possible given the initially perceived riskiness of the project is questionable. But if we could have had a committed second communication channel on each campus at the beginning of the project we might have been more successful in seeing that campus-based projects were undertaken sooner.

Summary and Conclusions

Within the limits of our energy and human resources, we are satisfied with the outcomes of this project. Most of the specific outcomes have been detailed in the preceding sections of this report. They include a greater appreciation of and willingness to deal with the problems of new faculty at our institutions, greater support being provided to individual new faculty members through our inter-institutional mentoring program, a greater understanding of new faculty career patterns, and an increased interest in new faculty careers by people at other academic institutions.

To the extent that we have been successful, it is appropriate to point out here that it is critically important for a project such as this to be undertaken with the greatest degree of understanding, advice and consent of key individuals in the academic administrations of the colleges involved. Most specifically, if the chief academic officers at our twelve colleges had not endorsed this project it almost certainly could not have achieved anywhere near the degree of success it has. We are fortunate in the GLCA to have multiple channels of communication available to GLCA administrators and faculty, and these multiple channels were critically important for the success of this project. We talked about this project at every regular meeting of our presidents, our chief academic officers, our chief student life officers, and our Academic Council. In addition, we talked about the project with junior and senior faculty colleagues when we were on their campuses for other purposes, frequently asking for extra appointments in order to ensure that the nature and scope of this project was understood. As a result, it is fair to say that every activity undertaken as a part of this project was undertaken with the advance knowledge of most of the parties involved. This process was very important to the success of the project, and others planning to undertake similar activities would be well advised to work on communications with various constituencies to obtain their advice, consent and encouragement in advance.

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Appendix 1

Insights and Information for FIPSE Staff

The form of assistance from FIPSE staff which had the greatest impact on our project was an early suggestion by Catherine Rolzinski that we formalize and place more emphasis on the mentoring aspects of our program. We did, and our inter-institutional mentoring program became one of the very successful project activities.

We have mixed views on the value of the annual FIPSE project director meetings. They represent an opportunity to meet interesting and creative people, including members of the FIPSE staff. But they do take quite a bit of time for relatively little directly useful or "official" information. Perhaps shorter seminars for subgroups or directors in Washington (lunch one day through lunch the next) might be substituted. Another possibility would be to hold a directors' meeting just before or after one of the major national education meetings (ACE, AAHE, etc.), whichever national meeting seemed most appropriate for that particular project director subgroup.

Federal reports for this project, required for quarterly and annual financial accounting and for requesting money, are so different from anything else we deal with that they create a disproportionate time burden. We are a small organization and rarely receive any federal funds, so have had to learn to do everthing from "scratch." The next time we apply for any federal funds we will budget much more time for accounting.

For small organizations and relatively small grants such as ours, we suggest doing what many private foundations do: issue funds annually or for the total amount of the grant and ask only for annual reports of expenditures. Permitting reporting periods to correspond with the fiscal years of the grantee organizations would also be a great help.

We are disappointed that no member of FIPSE staff was ever able to attend any of our workshops for new faculty or for department chairs, but we understand.

We are disappointed that policy within the Department of Education seems to have reduced support for postsecondary education generally and for FIPSE specifically, and also seems to have shifted FIPSE proposal guidelines and funding away from non-traditional institutions and constituencies to more traditional, safer topics. FIPSE has been an important bellwether and facilitator of educational innovation and improvement in the past (the most creative and responsive agency in Washington), and we hope it will be able to serve the postsecondary educational community in this way in the future.

Appendix 2

GLCA

GLCA CONFERENCE ON NEW FACULTY CAREERS AT LIBERAL ARTS COLLEGES

April 12-14, 1984
Mohican Lodge - Perrysville, Ohio

Thursday, April 12

12:00 noon	Lunch (available for those who arrive early)
1:30-2:30 p.m.	Registration
2:30 p.m.	Introduction and welcome*
2:45-4:15 p.m.	Faculty careers session: Address by Eugene Rice (Sociology, University of the Pacific), followed by an open dialogue between Rice, Lou Brakeman (Provost, Denison), Peter Frederick (History, Wabash) and Kathy Loring (Women's Studies Coordinator and Program Officer, GLCA)
4:15-4:30 p.m.	Break
4:30-5:30 p.m.	Small group discussions on faculty careers (see group listings on attached sheet)
5:30 p.m.	Reception: Cash bar in the fireplace lounge
6:30 p.m.	Dinner
7:30-8:30 p.m.	Discussion of plans for GLCA data collection and analysis by Robert Blackburn (Professor, Center for the Study of Higher Education, University of Michigan)
8:30 p.m.	Social time or time out

Friday, April 13

8:00 a.m.	Breakfast
9:00-10:30 a.m.	Curriculum session: Address by Ralph Davis (Philosophy, Albion), followed by an open dialogue between Davis, Jerry Irish (Provost, Kenyon), Gail Griffin (English and Non-Traditional Student Program, Kalamazoo), and Warren Rosenberg (English, Wabash)

*All large group meetings will be held in the Shawnee/Wyandotte Room.

Friday, April 13 (continued)

10:30-10:45 a.m.	Coffee break
10:45 a.m.-12:00 noon	Small group discussions on curriculum
12:00 noon	Lunch and announcements
1:00-2:30 p.m.	Free time
2:30-4:00 p.m.	Teaching session: Address by Paul Lacey (English, Earlham), followed by an open dialogue between Lacey, James Cooper (Provost, DePauw), Nan Nowik (English, Denison), and Susan Figge (German, Wooster)
4:00-5:15 p.m.	Small group discussions on teaching
5:15-6:15 p.m.	Free time
6:15 p.m.	Dinner
7:30-9:00 p.m.	Campus groups meet to discuss follow-up activities (Albion, Hope, Wooster, Earlham and OWU groups all meet together; other groups meet separately)
9:00 p.m.	Social time or time out

Saturday, April 14

8:00 a.m.	Breakfast
9:00-10:30 a.m.	Poster session on campus follow-up activities
10:30-10:45 a.m.	Coffee break
10:45-a.m.-12:00 noon	Closing session: Keynoters reflecting on the conference, group conference feedback
12:00 noon	Lunch and adjournment

DISCUSSION GROUPS

A. Shawnee Room

Maitland MacFarlan (Albion)
Kathleen Toth (Antioch—ar. Fri.)
Lou Brakeman (Denison)
Ken Klapp (Denison)
Howard Brooks (DePauw)
Bill Fishback (Earlham)
Gail Griffin (Kalamazoo)
Robert Bennett (Kenyon)
Margaret Palmer (Wabash)

B. Wyandotte Room

Ralph Davis (Albion)
Andrzej Bloch (Antioch—ar. Fri.)
Todd Feil (Denison)
James Pletcher (Denison)
Jim Cooper (DePauw)
Larry Herman (Kenyon)
David Greene (Wabash)
James Perley (Wooster)
Neil Wylie (GLCA)

C. TV Room

Hassan Nejad (Antioch—ar. Fri.)
Kent Maynard (Denison)
Bill Harman (DePauw)
Tom Taylor (Kalamazoo)
Jerry Irish (Kenyon)
Austin Brooks (Wabash)
Barbara Daniel (Wooster)
Roger Baldwin (Wittenberg)
Kathy Loring (GLCA)

D. Wyandotte Room

Connie Pelekoudas (Antioch—ar. Fri.)
Joan Novak (Denison)
Richard Smock (DePauw)
Marilyn LaPlante (Kalamazoo)
William Kay (Kalamazoo)
Royal Rhodes (Kenyon)
Andreas Lixl (Wabash)
Warren Rosenberg (Wabash)
Susan Figge (Wooster—Fri. only)
Gene Rice (University of the Pacific)

E. Lower Lobby

Nan Nowik (Denison)
Paul Lacey (Earlham)
Warren Board (Kalamazoo)
Pam Jensen (Kenyon)
Janis Bell (Kenyon)
Douglas Calisch (Wabash)
Robert Whitesell (Wabash)
Bob Blackburn (U. of Michigan)

F. Upper Lobby

Jim Howell (Antioch—ar. Fri.)
Brent Smith (Earlham)
George Jacobs (Hope)
David Evans (Kalamazoo)
John Lutton (Kenyon)
John Willliams (Kenyon)
Paul McKinney (Wabash)
Peter Frederick (Wabash)
Jon Fuller (GLCA)

GLCA

New Faculty Workshop
April 12-14, 1984
Summary of Poster Session Suggestions

Kenyon: Institute a group of several teaching mentors, as consultants for the faculty.

Involve emeriti and others as "general faculty advisors" for new faculty, including entertaining.

Periodic faculty groups on teaching, or to read papers. Faculty to institute program.

Hiring workshop organized by faculty affairs committee.

Encourage GLCA to hold chair's conference.

Wabash: Revitalize teaching/learning committee (ways to legitimize talking "shop").

- feedback from students
- small group discussions
- first day of class
- learning styles
- November meeting/dinner with new faculty

Mentoring within the college

Matched pairs, new/old faculty

Meeting in September with 1st, 2nd year faculty

Department chair role critical responsibility

Meeting/workshop led by model chairs on what they do well

Developmental conversations on arrival

"Gang of Four" (division chairs and dean) seminar with faculty in fall on clarity of (individualized) alternative models for career "success." Resolve mixed message/multiple pressures.

Culture and Traditions (and other courses) as both future-responsive and developmental for teaching.

DePauw: Use winter (January) term

- for future oriented projects with students
- for faculty seminars on coping with stress

Publicize funds available

- for cross-disciplinary projects
- for course development
- for conferences
- for scholarship activities

Denison: Evaluation of the implementation of the criteria for renewal/tenure decisions with respect to:

- clarity
- consistency across departments
- gender bias
- adequacy of student evaluation sampling
- expections of term appointees regarding committee work

GLCA workshop for departmental chairs on open governance/Denison study group on same issue

Re-explore teaching consultant position at Denison

Creation of faculty skill development workshops re:

- writing and written assignment grading
- designing computer assignments
- teaching technique (e.g., GLCA workshop)
- student evaluation technique (e.g., peer review)
- advising
- library assignments

Establish working group to identify "future issues" for possible course development.

Combined Group: Go to the Golden Lamb for a retreat - junior faculty invite senior faculty. Address academic career models.

Help junior faculty get higher visibility - perhaps through faculty lectures, paper reproduced, other ways.

Recognize many issues are not divided junior/senior, but common to all.

Kalamazoo: To help new faculty members orient to teaching:

- Get new faculty to GLCA teaching workshops
- Split new faculty orientation over the first quarter
- Teaching retreat

  All new faculty

  Selected senior faculty

  Lacosse award winner
- Designated teaching consultant
- "Faculty teaching group" a la "faculty study group"
- Advising workshops for new faculty in the spring

Reducing pressures for junior faculty

- Department chairs: guidelines for mentorship of junior faculty
- Three-way annual conferences: junior faculty, provost, department chair - make expectations clear
- Clarification about what criteria for review are essential and what are extras
- Additional opportunities for junior faculty to get together in winter quarter
- Clarification about faculty development opportunities
- More parties/faculty socializing
- Meeting of junior faculty about this conference
- Annual meeting of provost with junior faculty
- Disseminate more institutional information to junior faculty

Antioch: Regular workshops - within areas (departments) on teaching issues

- Writing syllabi
- Teaching styles
- Stimulating discussion, etc.
- Sharing information

Inter-college workshops organized by discipline

- Research problems and resources
- Teaching problems

Colloquia of faculty on current research, issues, intellectual interests

Formal and informal socialization of new faculty to the institution with an active role for senior faculty

Be sensitive to and gather information on the problems of women and minorities with respect to evaluation, teaching conditions, and other situations within the institution

Alternative Model*: Abolish tenure

Mandatory retirement for all tenured faculty within five years

Complete reorganization of the curriculum by junior faculty

Selection of department chairs, dean and provost from among junior faculty

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*Contributed anonymously, presumably with good humor. Included in this list because it probably touches emotional reality, too.

GLCA CONFERENCE EVALUATION

(24 of 43 participants responding: 9 junior faculty, 12 tenured faculty, 3 academic administrators)

Topic: New Faculty Conference Date 4/12-14/84 Place Mohican Lodge, OH

Please take a few moments to react to the conference you recently attended. Your comments will help us in planning future conferences.

1. I found the following sessions and activities useful, for the reasons I indicate:

   - The career and curriculum sessions were particularly useful, practically and psychologically.
   - I enjoyed the session on stresses and strains, especially the results of the survey taken at the conference. I also enjoyed the Saturday AM session on possible projects to do at home.
   - Quality of formal presentations; opportunity to mix with colleagues from different colleges/disciplines; the practical hints provided by the poster session and subsequent round-table.
   - It was helpful to me, and for discussion purposes, to see the "traditional" academic model clearly set out, with its benefits and deficiencies described. I found the survey results concerning allocation of time (actual, desired, etc.) by GLCA faculty members very interesting, particularly since it showed me that my time allocation was not out of line.
   - I met colleagues from other institutions and even my own for the first time; I learned how different institutions with different structures cope with problems; I learned about the kinds of crises mid-career faculty face.
   - Networking--discussing common problems and pressures with new faculty. Increased awareness of pressures on senior faculty. Exposing senior faculty to our feelings/pressures as juniors.
   - All sessions were excellent!
   - Chance to share with faculty in similar environments (my first GLCA conference).
   - Poster session--gave me a chance to talk about specific implementation. Small group discussions were an excellent idea. Lacey's personal account of the mentor program was interesting.

   - All of the sessions. Particularly Paul Lacey's talk on mentoring.
   - All of the small group discussions following the formal presentations were excellent. It was in these sessions that we really had a chance to hear of the concerns of new faculty.

- The sharing of experiences at different campuses was excellent. Younger faculty spoke more openly to older faculty of other campuses than [they can to] older faculty on their own.
- Address by Gene Rice--good stimulating discussion.
- Problems of alienation of new faculty, tenure criteria, curricular concerns, teaching consultant idea. All sessions Thursday and Friday up to dinner, particularly small groups.
- Rice and Lacey were great; Blackburn was too diffuse and disorganized; the other fellow (on curriculum) was interesting but didn't seem to have much to do with the conference.
- Fri. A.M. the most useful--Davis and the respondents provocative and willing to take issue with one another. Sat. A.M. closing session also very useful as new faculty began to be candid about the conference. Fri. P.M. meeting with my campus pleasant--something of a bonding experience for us.
- I very much enjoyed the sessions with my own campus group. We focused on issues we don't discuss at home, and I got to know two very fine junior faculty members well. We came up with some very practical, practicable suggestions, as well. I liked the guy from Earlham; he made me think about teaching.
- Rice--Blackburn--Davis--unexpectedly good sessions. Stimulated new ideas, or confirmed old.
- All sessions attended (Fri & Sat) about equally useful. Most useful of all was the opportunity to speak to other colleagues in my own field about methods of teaching and curriculum.
- I had the opportunity to meet some new people and discovered a few new programs being enacted at other schools.

- Each activity served a purpose--lectures for general idea and concepts, panels for differing perspectives, small discussion groups for specific exchanges at a practical level.
- I found the presentations and discussions enlightening--some new ideas or perspectives; some interesting repackaging of old ones.
- Major presentations interesting. Group sessions and chance to explore ideas and meet some others.

2. I found the following sessions and activities not useful, for the reasons I indicate:

- Paul Lacey's address was useful and inspiring; the discussions afterwards, however, did not seem to address his talk or the conference topic as a whole.
- Although the curricular session was interesting, it was difficult to relate to [my college], since we do not have a set of core courses.
- Perhaps one or two junior faculty could give one or more of the prepared, formal statements.
- I gained very little from the discussions following the major addresses, and found my participation in these discussions declining as the conference progressed. I think the problem here

was one of lack of structure and focus to these small group discussions: we were told to "discuss" the previous speaker's address, but without any method or guidance for leading us through the many points raised by each speaker: the group I was in tended to come back in each discussion to the same points and issues that were brought up the first time we were together.

- There were few suggestions which I can implement on my own, that is, without changing the way in which [my institution] is run. As a junior faculty member I found many of the discussions irrelevant to my immediate concerns.
- The first session was more geared toward mid-career types and ignored the limited opportunities for young faculty to control their careers in terms of where they are and if they can stay, etc.
- Summary session--too general; not enough emphasis on solutions to problems.

- Blackburn's presentation was interesting, but the data were very preliminary. It seemed that the study is still in the pilot phase and did not deserve to be given much attention (at this point).
- The formal presentations were the weakest part of the conference yet they did provide a basis for initiating small group discussions. Most did not really deal with new faculty concerns. I thought the best was by Gene Rice, but it was really pitched to the mid-career population.
- The poster sesion was too long--making it shorter was a good idea--the saturation level had been reached by most of us by then.
- Ralph Davis' address was not good.
- Saturday morning was too long; everything that happened had already happened by Friday at 10:00 p.m.
- Our group didn't really do much Friday night. Saturday morning was not as stimulating as earlier sessions.
- The small group discussions were less effective than they should have been--not sure why. Blackburn on Thursday night somewhat interesting, but certainly his talk was poorly conceived given the audience.
- Almost every other session [except Lacey's] was not focused on the theme of the conference and therefore invariably became dominated by senior faculty concerns and senior faculty versions of junior faculty lives.
- Lacey--needed not to talk about teaching but to do/experience a teaching/learning session--i.e., do more in small groups with the "good day" idea.
- Poster session could have been shorter, but it was made so when it became apparent that we didn't need 1 1/2 hours for it.
- This was supposed to be about faculty development--most of the talks were about "retreads," retooling the old faculty for the new world--the title was a misnomer.

- Some discussions lacked adequate focus. Dominant problems of some campus scenes not relevant to us (and vice versa!).

- No session was not useful, but lectures were a little uneven in quality.
- GLCA research session--too vague, too focused on senior faculty. Poster session anticlimactic.

3. In general, the conference met my expectations and needs in the following ways:

- As a relatively new faculty member it undercut my sense of isolation. The small group sessions did this very well. I was glad that my dean and other administrators attended. They heard many things I think they needed to hear, and our new faculty orientation process and the tenure and review process will probably improve as a result.
- I was able to meet people from other GLCA schools for the first time, and to discover that many others have similar problems.
- The chance to discuss these topics with senior/junior faculty; to talk in general about the profession (making distinctions between "talking business" and "talking shop"); and to become better acquainted with colleagues from my own college.
- At this conference, as with another GLCA conference I have attended, I found it very useful to meet and interact with faculty from other colleges, sharing questions and concerns that we all seem to have in common, and learning of differences in practices and procedures between the colleges.
- I learned about alternative governance and curriculum arrangements from other institutions. It was a pleasant, sociable time in wonderful surroundings.
- It validated my feelings and concerns as a new faculty member by seeing others in similar or worse positions.
- Helped me to get the big picture in terms of what a college faculty position is all about.
- Actually, my expectations were exceeded, as pertains to sharing with other GLCA members.
- I didn't have any expectations about the content--I was pleased with the informality of the conference and the opportunities for small group discussions.

- Good group discussions, interesting presentations, opened up the issues. I really only expected a nice weekend at Mohican--better than expected.
- Personally I had a fine time because I was seeing old friends. If I had come solely to learn about faculty concerns, I would have been disappointed. [A new faculty member attending the conference] put it well on Sat. A.M.: New faculty should have been encouraged to caucus at the start, to help in establishing the agenda.
- Mainly the experience with my own campus group--having just received tenure, it was useful for me to think about my experience and try to translate it into terms useful for my junior colleagues.

- Most sessions useful; got to know colleagues better; sessions with old friends. Turned into a retreat for home college colleagues; did some planning/brainstorming for '84-'85.
- Didn't really have any expectations to be met and my needs have nothing to do with the topic of this conference.
- Interacting with colleagues at small liberal arts colleges. Helped me to understand and appreciate the value of a mentoring program at [my college]. Became aware of ideas about resolving the schism between old (tenured) and new faculty.
- I knew we would have a chance to exchange ideas and share concerns with a variety of people--this happened.
- A good session for the exchange of ideas and the sharing of troubles, as I expected.
- I thought the small group sessions particularly helpful.
- Importance of realistic published criteria for tenure. Costs of tenure quotas. Value of the teaching consultant concept.

- Opportunity to know my own colleagues better. Opportunity to discuss important issues.
- Good emphasis on developmental, life-stage issues.
- Useful general ideas. Specific activities that can be implemented. Stimulating exchange with personnel from other colleges. Got [my faculty] out of [my town] and engaged with personnel from other colleges (and with one another).

4. In general, the conference failed to meet my expectations and needs in the following ways:

- Too few specifics; too much time spent on mid-career problems; too few junior faculty attending.
- It increased my stress (not vice versa) by focusing for 2 days in issues junior types seem to have no control over. Not positive enough--we all know these problems--how can we deal with them? I don't think we as juniors can solve them.
- Focus was lost from junior faculty problems to "mid-career" problems. My conclusion is that everyone has some problems and some problems apply to many different types of faculty but we were to concentrate on junior faculty problems.
- Not enough room in format for personal growth in relation to issues of stress, curriculum, teaching. Workshop activities might have been a good balance to all the discussion--e.g., small sessions on practical problems such as (a) time management, (b) improving lecture techniques, (c) getting more student participation in discussions, etc.
- A bit more needed on mentoring, perhaps.
- I would have been nice to have heard from successful college faculty who have mixed teaching and research at a liberal arts school.
- The issues of personal adjustment by junior faculty (especially single faculty) to life on our small, often isolated, campuses needed further discussion.

- I think I expected (or hoped) to find out more about what is expected of junior faculty at liberal arts colleges, particularly with respect to the teaching/research mix. I found that, apart from the benefits of sharing concerns, I came away with very little information, assistance, or guidance that could help me, and that could be conveyed to my colleagues, especially those with the same concerns that I have. Many questions were raised, but we didn't seem to move far past that point.

- Needed to hear more junior faculty.
- I was amazed at the senior faculty's willingness to ignore the main issue. I guess that in itself is a significant and telling indicator, isn't it?
- My expectations were somewhat conservative to begin with.
- I had expected to learn more about new faculty problams and how to help them adjust to teaching and research expectations at a small liberal arts college. This happened only indirectly (in small group discussions).
- None--overall excellent.
- It seems as though junior faculty did not participate enough. I think the goals of the conference were not clear, and perhaps that was the reason junior faculty were less active.
- You can't always be sure junior faculty from your own school are being open and candid about their concerns.

- It did not so fail.
- I think we did not address specifically enough (through main presentations) the issues from the perspective of the junior faculty. I also think there were mixed expectations--"teaching at a liberal arts college" and "tenure tensions."

5. I heard about this conference (mark any that apply):

__7__ in the GLCA Faculty Newsletter
__27__ from my chief academic officer or other administrator
__3__ from another faculty member on my campus
__9__ directly from the GLCA office
__1__ other (please explain):

6. I attended the conference primarily because (rank order):

__11__ I hoped to get some practical suggestions or materials that would help me in my teaching.
__14__ I wanted to meet and exchange views with colleagues from other colleges
__18__ my chief academic officer, or another administrator, asked me to attend
__5__ I was on the program
__4__ other (please explain)

7. With respect to the following attributes, I would rate this conference on a scale of 1 (low) to 10 (high):

	10	9	8	7	6	5	4	3	2	1
Usefulness to me personally	3	3	6	4	1	3	1	2	1	
Ouality of presentations	1	9	6	5	2	2	3			
In meeting its stated goals	2	4	3	3	4	3	1			
In comparison with other GLCA conferences	3	1	6	1	4	1		2		
In comparison with other conferences on this subject or in my own discipline	1	2	3	1	1	2		2		

8. If there were to be another conference on this topic, what items not covered here would you like to see included?

- Techniques and specifics for "dealing" with issues, etc.
- In retrospect it would have made more sense to bring all junior faculty together alone at the start, and have them set part of the agenda. Much of the feeling among junior people was that their concerns were not adequately addressed. I realize that it is impossible to set an agenda in the morning, and put a program on the the afternoon, but the general problem, I think, needs to be addressed in order for your project to be sussessful.
- The basic format was good, with major addresses followed by panel and small group discussions; however, as [I] described in question 2., I would like to see more structure placed on the discussions--not necessarily a list of questions for all of us to answer, but, at least, some method of keeping us on track and to the point as far as the issues raised by each speaker are concerned. The benefits of rambling and wide-ranging discussions tend to diminish quickly, and 2 days of such sessions was rather tedious!
- How with small and dimishing funds can the faculty development needs of junior faculty be met? Are there ways to reward/encourage junior faculty apart from merit raises/salary increases? How is the mentoring program, or similar activities working on our campuses?
- More approaches to teaching. Sharing ideas between old and new faculty. A session on professional associations and publishing.
- Not new items, but a more practical workshop approach to stress management, teaching, and other concerns. Also, more emphasis on

women's issues (e.g., getting women students to talk in class, learning how to look for gender bias) would be appropriate especially in such a male-dominated group of presenters.

- Something on how to get published--strategy and technique.

- Faculty development. Institutional support of young faculty on research, research leaves, etc.
- There seemed to be no clear confrontation of the problems and issues faced by junior faculty.
- More reflections of the younger and older faculty alike as to what they would like to see happening on their campuses that is not happening--things of value to themselves, the campus, or the educational enterprise in general.
- Special sessions for tenured faculty/administrators presented by new faculty about concerns. Some specific coping strategies for new faculty.
- More on the roles that mentors may serve. With more fully tenured departments, how can faculty development be maintained, how should senior faculty be evaluated, what can we do to help visiting faculty adjust and contribute to the college? How should visitors be evaluated? About 2/3 of the new faculty at [my institution] are persons with 1, 2, or 3 year appointments as visiting professors.
- Teaching/learning classroom issues in workshop setting for new faculty, not conference.
- Collegial relationships and work load. Student teacher relationships. Much more on women faculty.
- Data collection and analysis of new faculty stresses and strains. New faculty speakers on classroom climate/problems/fears.
- More junior faculty speaking--and make the curriculum session fit the topic better.

- "Relieving pressures on junior faculty." "Tenuring up or not tenuring up a department--benefits on both sides." "Understanding the new junior faculty (as opposed to new junior faculty 10-15 years ago)." "Role of administrators with junior faculty."
- Role of chairs in relation to new faculty--idea of getting some chairs and new faculty together on "regional" basis is interesting.

9. Other comments:

- Thanks for the super sessions!
- I'm not sure the best strategy is to have senior faculty present (even though there were some benefits).
- Please view my comments and criticism as constructive; I would not make them otherwise. The idea behind this conference is a good one, and, based on improvements than I'm sure would occur in future such conferences, I would go again or recommend to colleagues that they go.

- I would like to attend another meeting in the future on the same subject area.

- The conference was very well thought through. The format perfectly suited the purpose. Both the speakers and respondents were excellent. I was expecially glad that [the particular set of participants from my institution from my institution] were there together and had the same set of stimuli for our thinking.
- Perhaps one of the most obvious points made at the conference related to the importance of the Departmental Chairperson in the entire process of new faculty integration.
- I think a wiser move would have been to have recently tenured faculty in a more prominent position. We are the ones who can at once speak freely, being tenured, and speak knowledgably, having come through the tenure system under the same conditions pressing upon our junior colleagues. I really thought a lot of the senior faculty were out of touch, couldn't zero in on the real issues.
- The conference tied in well with ongoing discussions at [my institution]. The dialogue continues and I learn more and more. Excellent accommodations--rooms, food, setting. Good place to recruit for [the summer course design and teaching workshop].
- Really enjoyed it, I think [my institution] will find it valuable--we're working on a mentor process.

- Conference already paying off [at my institution] in gradual development of mentoring possibilities facilitated by Mohican faculty here.
- I liked the atmosphere generated by meeting at the Mochican Lodge. It contributed to a more relaxed meeting.
- I share the suggestion presented by a number of persons at the end that new faculty need more time together and more obvious participation in the program.

Appendix 3

GLCA

New Faculty Conference II
Holiday Inn West
Ann Arbor, Michigan
March 21-23, 1985

Thursday, March 21

12:00 noon	Lunch (available for those who arrive early)
12:30-1:30 p.m.	Registration
1:15-2:30 p.m.	Introductions and welcome
	Session on new faculty and campus climate. Cynthia Orbovich and Harley Henry discuss the successes and failures of the junior faculty caucus at Macalester College. Panel of GLCA faculty members talking about needs and on-going efforts on their campuses. Panel includes Len Berkey, Albion; Claudia Esslinger, Kenyon; Bill Nichols, Denison; and Diana Niebylski, Earlham.
2:30-3:45 p.m.	New faculty meet together to select topics for the issue sessions from those proposed in advance by conference participants, by the planning and evaluation committee, or from topics proposed by the new faculty present at the meeting. The two Macalester participants and GLCA staff members will be available as resources for this meeting.
3:45-4:00 p.m.	Refreshment break
4:00-5:30 p.m.	Organization of (self-selection) participants in each issue group and first meeting of that issue group. Each group to define the problem for themselves and then to set a goal to achieve (i.e., some kind of "product" or report) by the end of the conference.
5:30-6:15 p.m.	Cash bar (optional)
6:15-7:15 p.m.	Buffet dinner
7:15-9:15 p.m.	Using Evaluations to Improve Your Teaching: A Workshop by Dr. Joyce Povlacs, Faculty Instructional Consultant, U. of Nebraska.

Friday, March 22

7:45-8:30 a.m.	Buffet breakfast
8:30-10:00 a.m.	The Feedback Lecture: A workshop by Dr. Dean Osterman, Instructional Development Center, Oregon State University.
10:00-10:15 a.m.	Coffee break

Friday, March 22 (continued)

10:15-11:45 a.m.	Conclusion of Feedback Lecture Workshop
12:00-12:45 p.m.	Buffet lunch
12:45-3:30 p.m.	Unscheduled time
3:30-5:30 p.m.	Second meeting of issue groups
6:00-7:00 p.m.	Buffet dinner
7:00-8:00 p.m.	Issue groups report (posters plus commentary)
8:00-9:30 p.m.	Campus groups meet to consider implications and possibilities for their campus.

Saturday, March 23

8:00-8:45 a.m.	Buffet breakfast
8:45-10:15 a.m.	Panel on academic stress and time management. Discussion by people in various stages of an academic career. How do you find the time to do everything demanded of you by your institution: teaching, scholarship, service? Panel includes Bob Blackburn, U. of Michigan; Joe Brockington, Kalamazoo; Jon Fuller, GLCA; and Kathleen Verduin, Hope.
10:15-10:30 a.m.	Coffee break (campus group posters)
10:30-11:15 a.m.	Campus groups report (posters plus commentary)
11:15 a.m.-12:15 p.m.	Final forum: Reflections on the conference and suggestions for the future . . . where do we go from here?
12:15 p.m.	Buffet lunch and adjournment

3/20/85

GLCA

NEW FACULTY CONFERENCE REPORTS

Issues Groups

Evaluation and Feedback in Teaching, Research and Service

Issues:

1. Summative vs. Formative Evaluation
2. Under faculty member's control

Suggestions:

1. Peer consulting (confidential)
   - Teaching consultant
   - Mentor
   - Other junior faculty members
2. Invite situations where you can get formative evaluations
   - Visiting lecturer
   - Team teaching
   - Collaborative efforts

   contract for feedback
3. Set up a personal professional plan (Professional Development Plan) that involves ongoing evaluation
   - Regular evaluations
   - Develop courses using evaluations
   - Evaluate the Plan (outsiders, colleagues)
4. Encourage informal feedback from your department
   - Cooperativity vs. autonomy
   - Good teacher vs. popular teacher
5. Encourage frequent contacts with fellow professionals in your field (administrative financial support)
   - Phone
   - Trips and conferences
   - Bringing in visiting lecturers
   - Giving visiting lectures

- Research support group/journal club
- Local colleague support
- Grants and fund requests

6. Encourage people to know about your service to the institution and encourage them to comment

7. Encourage ways to support collegiality as a basis of good communication
   - Workshops
   - Social groups and gatherings

8. PDP (Professional Development Plan) = Strengths
   Interests
   Goals
   Strategies
   Assessment

The Tenure Process, Practical and Political

1. Hire with care and clarity about job, expectations, quotas, etc.
2. Clear and specific criteria for reappointment and tenure
3. Do not change rules on the individual
4. Open, frank, honest communication in the process
5. Thorough, substantive interim review(s)
6. Input from peers, students, alumni, outside evaluators
7. Decisions levels -
   - Department
   - Faculty personnel committee
   - Administration (resource questions)
8. Specific feedback after interim review(s) (written, positive, negative)
9. Integrity of process must be maintained
10. Opportunity for development (e.g., leave after interim review)
11. Effective tools (instruments) for evaluation of teaching
12. Conduct process of consideration with reasonable speed

Personal/Professional Issues

1. Clarification of expectations (i.e., what does it mean to be professional?):
    A. Teaching
    B. Scholarship
    C. Service
2. To what extent may the institution intrude or penetrate into private life?
    A. Residency requirements
    B. After hours commitments on campus
    C. Life styles
    D. Generational differences - trustees, administrators, and senior faculty
3. Reciprocity of commitment (two-way support) between institution and individual
4. "Cafeteria" or flexible benefits to accommodate changing lifestyles
    A. Dental/health
    B. Counseling
5. Greater sensitivity to family issues
    A. Maternity/paternity leaves
    B. Day care (age 0 to 3)
    C. Time conflicts which interface with B above
6. Support staff and/or facilities for research and teaching
    A. Clerical assistance
    B. Physical plant
    C. Offices for quiet work time
7. Institutional support for research time during normal working hours
8. Released time/leave for research before tenure review
9. Official advocates (i.e., department chairs) for junior faculty development
10. Sensitivity to needs of non-tenure track faculty

GLCA

NEW FACULTY CONFERENCE REPORTS

Home Campus Follow-Up Activities

Albion

- Forum for junior faculty to discuss their research (perhaps to be broadened in the future to discuss other concerns)
- Support for the recommendations of the three issues groups (Tenure Process, Personal/Professional, Evaluation and Feedback)
- Faculty development workshops on campus

Denison

- Middleton House junior faculty conference - how to encourage
- Reevaluation of non-tenure track policy
- Systematic work with departmental chairs n evaluation and renewal procedures

Earlham

Time at faculty meeting to report on conference and seek further input from new faculty:

- Need for more contact with and interaction with senior faculty
    a. Informal feedback
    b. More socialization
- Institutional support
    a. Maternity leave, day care
    b. Dental insurance
    c. Counseling
    d. Clerical support for research
- Encroachment of college on private time, including need for uninterrupted research time
- The college vs. profession problem

Hope

- All in all, we find we have little to complain about. We agree that we enjoy a good relationship with our chairmen and deans: we get annual evaluations, informally and in writing; the tenure requirements, though definitely higher than in past years, are about as clear as they can be (my chairman, for instance, gave me his view of how much publication was expected and told me frankly about student reaction to my courses); junior faculty are quickly integrated into the governance system of the college: they are frequently invited to make presentations at campus colloquia: departmental discussions of teaching problems and research interests are frequent; socializing is both organized and disorganized.

Kalamazoo

- In-house teaching workshops
- Visiting teaching consultants
- Junior faculty social events, with and without agenda
- Lucasse people as teaching/research consultants
- Early selection of mentor from pool of volunteers
- Ad hoc committee to begn campus discussion of issues raised here.

Kenyon

- Junior faculty forums:

  Brown bag lunches once a month—on the 3 issues of the conference: time management, personal and professional life (issues of being single), non-tenure track (staff)

- More social events

  "St. Patrick's Day" party this April
  Gatherings in "The Shoppes"

- New faculty:

  Social event 3rd week of classes for first and second year faculty

  Some continuing faculty member invite new faculty to lunch—first few weeks (a "senior peer")

- Sponsor a faculty picnic for junior-senior interaction: 20-30 people, 2nd Saturday
- For junior-senior faculty interaction: senior and junior faculty begin by meeting separately, talking about what topics they want to develop
- For department chairs: workshop or retreat on dealing with junior faculty

GLCA CONFERENCE EVALUATION SUMMARY

10 of 49 participants responding

Topic: New Faculty Conference II

Dates: 3/21-23/85

Place: Ann Arbor

Please take a few moments to react to the conference you recently attended. Your comments will help us in planning future conferences.

1. I found the following sessions and activities useful, for the reasons I indicate:

—I learned things I didn't know before. And my understanding of the tenure process was enhanced. The experience will help make me a better teacher.

—I found the issue group meetings to be very useful for the exchange of ideas and perspectus. They enable me to now see certain issues on our own campus in greater definition. I also felt that the campus group session was helpful for internal planning.

—The initial session with Cindy Orbovich alerted me to the positive actions which untenured faculty members can take to mitigate some of the feelings of impotence and victimization. The style of these presentations was appealing. The work sessions were also positive and helping me and others to think through key elements; of our procedures and expectations in regard to junior faculty. I found the presentations on teaching and evaluation somewhat less helpful, but they did stimulate my thinking about these areas.

—The opening session with people from Macalester.

—Session on New Faculty and Campus Climate. Meeting of New Faculty to select topics for issue sessions. Issue Group Meetings. Panel on Academic Stress and Time Management.

—The sessions were a pure waste of time and money. The "experts" had little to say but took a lot of time to say it. The topics of the visiting experts were only tangentially related to the conference topic.

—Orbovich, et. al.—useful info and excellent panel reaction. Discussion group—good exchange of points of view.

—In my opinion the panel discussion which opened the conference was excellent. I was particularly stimulated by the presentations of the Macalester College people. I also enjoyed and learned a great deal from the small group discussions. It was in these meetings that the real learning took place.

—The planning session and the topic group meetings were useful; they helped me see how other institutions approach the same problems.

—The opportunity to meet people from my own and other campuses, especially in the issue groups, was worthwhile.

New Faculty Conference II
Page 2

2. I found the following sessions and activities not useful, for the reasons I indicate:

—Both speakers seemed to be a bit out of phase with the audience.
—Using Evaluations to Improve Your Teaching and THE FEEDBACK LECTURE.
—The workshops did not give me much information I could use in my own teaching.
—I thought the workshops done by the external visitors were not particularly useful. They were much too long for the amount of useful information conveyed. I found the hard sell of the feedback lecture especially inappropriate.
—All sessions had some utility; though for a variety of reasons I was less excited by the outside presenters than I expected to be.
—I thought Povlac's presentation was poor and that Osterman's was much worse. Povlac lacked clarity and order but at least it dealt with interesting ideas and she was sincere. Osterman was, in my opinion, a salesman in the worst sense of the term. I felt that he was at the conference to sell a product and that he did not have enough faith in his product to give us a demonstration. About half of the "material" he presented to us was garbage, having no basis in scientific research.
—The speakers were very poorly selected. The conference had little direction and showed a lack of planning. The site chosen for the conference was convenient for the GLCA staff, but it was not conducive to the conference.
—Povlacs-Osterman—the blind leading the not blind!
—The educator-expert sessions were somewhat helpful, but contained much material irrelevant to the small college setting. It was interesting to get an idea of how awful teaching is in a large university!

3. In general, the conference met my expectations and needs in the following ways:

—Within college: an excellent way to get young faculty to "let it all hang out" with me as dean. Extra college: young ones find out how well off they are compared to many others.
—Got some useful tips on teaching. The discussions on improving the "teaching environment" were meaningful; will help me to be more effective in preventing problems and bringing about needed change on my campus.
—I did not come to the conference with strong expectations and therefore it is a bit hard to respond to the first aspect of the question. I enjoyed exchanging views about important issues with colleagues from GLCA schools. It is helpful to have a comparative perspective on the issues raised at the conference.
—Any chance to talk to colleagues is valuable.
—I found it useful to discuss junior faculty issues with a range of people from several schools similar to Denison.
—I got to know faculty and administration members at my own campus. I achieved a better perspective on our own situation by comparison with others.
—It was a good chance to meet other GLCA faculty.
—I met some very nice people and had a chance to exchange ideas with them.
—With respect to those areas enumerated in 1., above I found the conference met my expectations.
—I learned what GLCA was "all about" and learned who my peers were at the various institutions. I also came away with a clearer sense of the strengths and weaknesses of colleges like mine.

New Faculty Conference II
Page 3

4. In general, the conference failed to meet my expectations and needs in the following ways:

—No useful or new information was brought to the conference by other "experts."-
—I would raise the question of whether the presentations by outsiders were worth the amount of time spent on them.
—It did not help my teaching.
—As far as developing new teaching ideas (based on certain workshop titles) it was partially useful.
—I felt that the conference wasted a great deal of time and failed to address many of the critical issues. (See comments under 8 and 9 on the back.)
—There were few really new ideas for improving anything. Perhaps that's too much to expect. No term faculty. Next time, insist on this.

5. I heard about this conference (mark any that apply):

2 in the GLCA Faculty Newsletter
7 from my chief academic officer or other administrataors
3 from another faculty member on my campus
2 directly from the GLCA office
0 other (please explain)

6. I attended this conference primarily because (frequencies):

6 I hope to get some practical suggestions or materials that would help me in my teaching
9 I wanted to meet and exchange views with colleagues from other colleges
9 my chief academic officer, or another administrator, asked me to attend
0 I was on the program
1 other

7. With respect to the following attributes, I would rate this conference on a scale of 1 (low) to 10 (high):

Frequency of rating of:	10	09	08	07	06	05	04	03	02	01
Usefulness to me personally . .	1	1	3	2	1			1		-1
Quality of presentations		1	2		3	1				1
In meeting its stated goals . .			3		2	1		3		1
In comparison with other GLCA conferences.										
In comparison with other conferences on this subject or in my discipline.		2	1			1	2	1		

8. If there were another conference on this topic, what items not covered would you like to see included?

—It might be good to focus on some issues that are of real concern to junior faculty. Maybe a survey of GLCA junior faculty prior to the meeting is necessary.
—Fewer senior faculty and more untenured people. Either less time listening to "experts" or better experts whose presentations are designed to or for this group. In making room assignments, do not pair tenured with untenured faculty.
—Detailed discussion of fringe benefits. Student evaluations of faculty.
I would like to hear about initiatives taken by various colleges to address the concerns of junior faculty—programs, ways of handling contracts, etc.
Coping with frustrations of teaching—grading, motivating students, etc.
—Student lifestyles—what is our responsibility as faculty? Is there anything we can do to encourage improvement?

9. Other

—It was a lot of fun. We initiated some things that have continued, i.e., work on improved faculty personal time (day care situation; meeting times, etc.). Enclosed is our report on the conference to the Kenyon faculty meeting.
—Hope to attend next conference. Am looking forward to it! Please keep me informed.
—Early in the conference, some time should be spent on underlying economic and demographic realities. Participants need to differentiate the possible from the impossible. Many participants expended considerable time and effort on totally unrealistic dreams. Dreams are nice but practical suggestions do more to improve one's lot in life.
—If this is the general quality of GLCA conferences I will not be attending any more in the future.
—GLCA involvement in the concerns of junior faculty is important and needs to be continued. At the next conference it would be good to have more junior faculty present.

GLCA

ACADEMIC LEADERSHIP

April 17-19, 1986
Mohican River Lodge
Loudonville, OH
(419) 994-5151

This conference is be supported in part by money from a GLCA FIPSE grant to undertake projects benefiting new faculty, and is directed primarily at department chairs who either have untenured full-time faculty in their department or will be recruiting new faculty in the immediate future. Most participants will need to arrive on Thursday evening, April 17, in order to be available for the first workshop on Friday morning.

Thursday evening, April 17, 1986

7:15-8:15: Introductions and structured discussion

8:15-9:30:

In preparation for tomorrow morning's workshop, those present will be invited to participate with Lonnie Supnick in some hypothetical performance appraisal situations.

Friday, April 18, 1986

8:00-8:45: Breakfast

9:00-10:45:

Workshop on face-to-face performance appraisal. (Lonnie Supnick, psychology, Kalamazoo.) This is an important issue for new faculty, who often feel that they cannot get the kind of explicit feedback they want--from their chairs as well as from others.

10:45-11:00: Coffee break

11:00-12:30:

Panel of departmental chairs discussing ways to create a departmental climate supportive of a high level of professional productivity. Panelists are: Geoffrey Cocks, history, Albion; Bruce Gensemer, economics, Kenyon; Harlene Marley, drama, Kenyon; Charles Mays, biology, DePauw.

12:30-1:45: Lunch

1:45-4:00:

A time and stress management/priority setting workshop. (Phil Glotzbach, philosophy, Denison and Jim Motiff, psychology, Hope.) The focus of this workshop will be on the needs of departmental chairs, but knowledge of effective time and stress management techniques may be passed on to others, including new faculty.

4:00-6:00: Free time

6:00-6:30: Reception

6:30-8:00: Dinner

Lou Brakeman (a political scientist, former Provost at Denison and director of a major new study of effective faculty professional development practices) will set out some issues of power, authority, and leadership. Although chairs often think of themselves as servants to their departmental colleagues, without real power, chairs do have a considerable impact on their colleagues.

8:00-?: Informal small group discussions

Saturday, April 19, 1986

8:00-8:45: Breakfast

9:00-10:30

A workshop by Rita Kipp, anthropology, Kenyon, discussing ways to identify and attract the best applicants to GLCA colleges, including meeting the spirit as well as the letter of our institutions' commitments to affirmative action. (Respondents will be Charles Hurst sociology, Kenyon, and Zaven Karian, mathematics, Denison.) Discussion of specific strategies which have worked as well as suggestions for ones which might.

10:30-10:45: Coffee break

10:45-12:00:

A panel on effective mentoring practices at the consortial level, the institutional level, and the departmental level. (Kate Loring, GLCA program officer; Catherine Lamb, Albion associate provost; Tony Catanese, Depauw faculty development consultant.)

12:00-1:30: Lunch and adjournment

Group discussion and summary of the conference (including the question of where we go next).

GLCA

GLCA CONFERENCE EVALUATION SUMMARY

Topic: Academic Leadership

Dates: 4/18-19/86

Place: Mohican River Lodge, OH

Please take a few moments to react to the conference you recently attended. Your comments will help us in planning future conferences.

(11 of 29 participants responding)

1. I found the following sessions and activities useful, for the reasons I indicate:

---The time and stress management activities were good and thought-provoking. Basically, there were some useful take-home messages.

---I found the session on Friday morning dealing with leadership styles especially thought-provoking and useful because I do a lot of committee work (ugh!) and as chair, have had to "bargain" with administrators on a number of occasions. There is a real strain between the collegiality which one always hopes for in relationships, and the real need to get what one wants in terms of resources. I also enjoyed the session on stress.

---Dealing with difficult personnel decisions was particularly useful for me as a chairman.

---Meeting and sharing ideas with colleagues. Many useful and practical suggestions to help me accomplish my administrative duties.

---The first session on Friday morning, on issues of evaluation, negotiation, etc. The presentation and discussion was lively, informative, and practical. The sessions on stress and time management, partly for their entertainment value (I enjoyed the nap), but also for their practicality.

---Discussions of time management and stress especially useful. Sharing of experiences with other participants gave me some greater perspective. Discussion of hiring practices was especially interesting. Just getting away from the office and devoting some concentrated thought to duties and problems of chairs helped deepen my thinking on these issues.

---Role playing and stress/time management were good as introductions.

---Faculty research (a specific concern of our department right not). Brakeman presentation (just plain interesting and thought-provoking). Recruiting (picked up several tips).

---Lonnie Supnick-fact to face evaluation-having very common problems analyzed, with specific ways to respond. Rita Kipp-many useful issues raised with respect to hiring. Lou Brakeman-general inspiration.
---I gained a little from each of the sessions but not so much from any one that it stood out from the rest. And I like it that way!
---Opportunity at lunch, dinner and free periods to have serious discussion about departmental and collegiate issue. Although the topics were interesting, I found those aspects of discussion which strayed beyond the specific subject as useful as the principal theme.

2. I found the following sessions and activities not useful, for the reasons I indicate:

---Jim Motiff-a little simplistic. Phil Glotzbach-some good ideas, but the manner in which they were presented needs a lot of work.
---I already employ a relaxation technique when I feel the need, so the stress management session was less valuable to me.
---This was my first GLCA conference in many years-past ones were so Antioch dominated, not necessarily because the ideas were good but because they were different. One session still had some of that influence, and it basically turned me off. [Note by NW--there were no Antioch people at the conference.]
---The session on hiring was not as useful or as unbiased as I hoped it would be. I thought there was too much stress on the need to hire women. While I recognize this need, I thought that other minority populations should have been addressed in the presentation (e.g., blacks, working-class/non-Ivy League persons).
---The second session on Saturday morning on mentoring. While I believe that the subject is certainly worth discussing, I'm not sure that such relationships can be "arranged," without the common ground of shared work.
---Lonnie's (I like Lonnie a lot too) (the scenario didn't resemble much that any of us are likely to face). Time management (rather trite).

3. In general, the conference met my expectations and needs in the following ways:

---I wanted to leave with some specific ideas on how to handle difficult situations and I got those. Also, I wanted a sense of

departmental chairs apart from the way I see them at Albion. This group impressed me.
---I learned a few things and had the opportunity to talk with some people I would not otherwise see about things besides the topic of the conference.
---The sessions were useful; that is, by and large, they dealt with practical ways to resolve practical problems. There was considerably less hot air (a euphemism) than there usually is at such meetings. Moreover, the informal conversations with colleagues at other institutions were enlightening and fun.
---Interesting--a number of practical suggestions and ideas--a sense of not being alone in the problems I face.
---Meet new people, hear new ideas.
---I went with the intention of talking with chairs of science departments about computing and curricular programs. I was able to accomplish that in addition to getting a better sense of "chairing."
---I got useful information on managing my department and reinforcement for some of the procedures I now use.
---I enjoyed and benefited from the reactions of other chairs. The discussions made me realize that chairs have more in common than I initially suspected.
---The opportunity to "bounce" ideas and concerns off other departmental chairs was especially useful for me.
---This conference was better than I expected because of the practical way it approached meeting administrative needs.

4. In general, the conference failed to meet my expectations and needs in the following ways:

---Sessions were too long (by about 1/2 hour).
---I was hoping for some solutions--maybe my expectations were unrealistic. It helped a great deal to hear that others share the same problems but what to do? e.g., I know I'm a type A. How can I change that?
---The conference facilities were a bit rustic, though acceptable.
---I don't think I left the conference with any lasting major lessons. Unfortunately, being chair these days means your days are swallowed up by trivia and tasks that demand immediate attention. Even "time management" does little to resolve this problem.
---The food was awful.

5. I heard about this conference (mark any that apply):

4 in the GLCA Faculty Newsletter
10 from my chief academic officer or other administrator
1 from another faculty member on my campus
1 directly from the GLCA office
___ other (please explain)

6. I attended this conference primarily because (frequencies):

7 I hoped to get some practical suggestions or materials that would help me in my teaching
11 I wanted to meet and exchange views with colleagues from other colleges
5 my chief academic officer, or another administrator, asked me to attend
3 I was on the program
___ other (please explain)

7. With respect to the following attributes, I would rate this conference on a scale of 1 (low) to 10 (high):

Frequency of rating of:	10	9	8	7	6	5	4	3	2	1
Usefulness to me personally. .	1	2	2	3	1		1			
Quality of presentations . . .	1	5	1	2	1	1				
In meeting its stated goals. .	2	3	3	1	2					
In comparison with other GLCA conferences		2	2		1	1				
In comparison with other conferences on this subject or in my discipline.	1	1	1		1	1				

8. If there were another conference on this topic, what items not covered here would you like to see included?

---Thoughts about chairs from CEO's and CAO's.
---Some chief academic officers present off whom to bounce ideas.
---Requirements for successful laboratory science program at GLCA colleges.

---More stress on hiring concerns (broader scope than equal opportunity issues is needed). More information on the duties and benefits of department chairs on all GLCA campuses--collected from provosts prior to the conference--and distributed to participants for discussion. More attention to the perspective of the provosts. What do they need and how should they seek to get it form the chairs? (Perhaps we need to have one or two active provosts present, or to have one speak to the chairs.)
---More sessions on negotiation, handling conflicts between staff members, dealing with deadwood.
---As has already been noted, a joint department chairs/deans conference seems useful. Neither party makes very clear its expectations of the other.

9. Other comments:

---Several of the biology chairs would like to have the opportunity of meeting to share specific departmental concerns and get a better idea of what other GLCA schools actually are doing concerning curriculum and research. Faculty tend to receive only info imparted to them by their respective administrations. Such information may be incomplete, at best.
---I found the time management session stressful and not very useful. It was especially ironic that it followed the session on stress. I found the session hiring disturbing because of its neglect of non-female minorities and its assumption that "networking" is qualitatively different from a "good ole boy network". It is still a case of "it's who you know that counts". In other words, I thought the presentation was facile and avoided fundamental issues. The section on time management was of little help.
---Three pieces of chicken?! (Really, it was a worthwhile 48 hours spent away from campus.)
---I didn't stay for the whole conference due to burn-out and a request at home to identify myself. Some of my ho-hum feel about what I learned was probably due to that. But I had hoped to find some more potential answers. Nevertheless, it was good to spend some time with Zaven and hear Motiff and Glotzbach.
---Thank you.

GLCA

GREAT LAKES COLLEGES ASSOCIATION: 2929 PLYMOUTH ROAD, SUITE 207, ANN ARBOR, MICHIGAN 48105-3206 (313) 761-4833

October 10, 1986

Memorandum to: GLCA Mentoring Program, Past Participants and Other Interested Parties

From: Neil Wylie, GLCA Vice President
Kate Loring, GLCA Women's Studies Coordinator
Nate Therien, GLCA Program Officer

Re: Progress report and planning meeting to be held at the Walden Inn, Greencastle, IN, November 14-15, 1986.

The GLCA project for new faculty at our colleges, which has been supported by the Department of Education's Fund for the Improvement of Higher Education (FIPSE), is coming to a close at the end of December. We would like to have a final meeting of interested persons to reflect on some of the project's successes and failures, and to plan for future activities to be funded from within the consortium.

Enclosed is a preliminary program description to be completed and returned by Monday, October 27, if you wish to attend this meeting. Because of the need to assure confidentiality of past and potential mentoring program participants, we are asking you to register directly with us rather than through the office of your chief academic officer (the normal procedure for GLCA conferences and workshops). Costs of your participation in this activity will be supported by the FIPSE grant.*

At its spring 1986 meeting the GLCA Deans' Council, made up of the chief academic officers of the twelve GLCA institutions, voted to continue our inter-institutional mentoring activities with funding from the home institutions. Nate Therien will be directing this program this year, and we will be seeking your advice at the meeting regarding how to best carry the program forward. In addition, we are interested in your ideas about programs we might initiate or continue on behalf of new faculty in the consortium.

Thanks very much for your attention to this memo, and for any suggestions you choose to provide on the enclosed questionnaire. We are circulating this invitation not only to past mentoring program participants, but also to a number of other GLCA faculty who have expressed interest in the program for one reason or another. Thus we hope to have a diversity of views represented, and some lively conversation.

We look forward to hearing from many of you by the October 27 registration deadline, and to meeting with you in November.

cc: GLCA Chief Academic Officers

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*We have received verbal approval from FIPSE for a grant extension until December 31, 1986. However, to date we have no written acknowledgement of same. Thus, although we fully believe we will be able to hold this meeting, we cannot be absolutely certain yet. But we will certainly know by 27 October!

GLCA Mentoring Conference
Walden Inn, Greencastle, Indiana
November 14-15, 1986

Tentative Schedule

Friday, November 14

12:30 pm	Registration and Buffet Lunch
1:30 pm	Review of the GLCA New Faculty Project and related GLCA activities—Neil Wylie, Vice President GLCA
3:00 pm	Break
3:30 pm	"Being Professional at our Colleges"—Jon Fuller, President GLCA
5:00 pm	Reception
6:00 pm	Dinner
7:15 pm	Panel: "Mentoring Within and Across Institutions"

Saturday, November 15

8:00 am	Breakfast
9:00 am	What we have learned from faculty colleagues about maintaining faculty vitality—Lou Brakeman, Director, GLCA Study of Faculty, Professional Development
10:30 am	Break
11:00 am	Open forum—where do we go from here?
12:15 pm	Buffet lunch and adjournment

Appendix 6

Association for the Study of Higher Education, March, 1985

data base now extended to 7 years ('79 - '85)

CURRENT APPOINTMENT & TENURE PRACTICES: THEIR IMPACT ON NEW FACULTY CAREERS*

Robert T. Blackburn
Center for the Study of
Higher Education
University of Michigan
Ann Arbor

Neil Wylie
Great Lakes College Association
Ann Arbor, Michigan

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* Not for citation: under revision for publication.

INTRODUCTION

Low faculty morale is the talk of higher education today. The disease is said to be wide spread.[1] It is claimed to be especially acute in those institutions most threatened by the decline in numbers of 18 year olds, viz., in the 800 liberal arts colleges across the country.

The illness' symptoms and causes are many. Many untenured faculty believe that the criteria for tenure are being elevated annually so that that there is no way to ever catch up to them, that more and more of their peers fail tenure review, and that the only unambiguous message from the administration is that getting the college "tenured in" is a condition worse than the plague. They are often reluctant to ask senior faculty questions about anything, especially about teaching, for fear that negative impressions will later be used by these who will be in the chairs on judgement day.

The climate for tenure-track faculty is further contaminated by a leper colony in its midst. While supposedly not contagious, the group of non-tenure track faculty are forever trying to get their status changed to one of legitimacy and thereby threaten those who are struggling to succeed against insurmountable odds. Both groups believe that to fail in their present position is not only the loss of a job: it is the end of a career. There are no other positions out there. To not make it now is intellectual DEATH.

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[1] See Bowen and Schuster, An Endangered Professsion, in press.

Senior faculty are not much healthier. While relatively secure in their positions, many are ridden with guilt. They are the cause of most of the symptoms just described. They are the ones who set the higher tenure standards, standards they themselves did not have to pass -- and could not today. They are the cause of the division of the faculty into two camps. They are the ones who set affirmative action goals to add minority and women faculty and heighten the fears of the untenured white males. They are . . .. Low faculty morale pervades the campuses.

These are the beliefs. To ascertain to what degree they are true is the purpose of this inquiry. The study is one part of a FIPSE funded project dealing with junior faculty issues in the Great Lakes College Association (GLCA), a consortium of 12 liberal arts colleges in Indiana, Michigan, and Ohio.[2] It attempts to separate fact from fiction be collecting and analyzing relevant data regarding the disease. By sharing with faculty and administrators what is indeed going on in practice on these campuses, each college can see its own condition as well as the general pattern. An accurate diagnosis is the first step to a sound cure.

DATA SOURCES & TREATMENT

In addition to catalogues, other public records, and information normally maintained by the GLCA office, each college provided detailed information on its full-time untenured faculty (sabbatical replacements, term contracts, and non-tenure track people as well as the tenure track faculty) over a five year period, 1979 - 1983.[3] While the data could be organized in any of a number of different ways, Table 1 shows the manner chosen here as judged most convenient for dealing with the particular issues on the campuses. These data are for college "X." Identically formatted tables were constructed for the other 11 GLCA colleges.

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[2] The colleges are Albion, Antioch, Denison, Depauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Weslyan, Wabash, and Wooster.

[Insert Table 1 about here.]

By way of illustration, this college had 77 faculty in 1979, 39 (50.6%) of whom were untenured. Of these 39, 35 (89.7%) held tenure track (TT) positions. Thus, 45.5% of the total faculty were untenured and in tenure track slots (row labeled "%~T ON TT," percent not (~) tenured (T) on tenure track (TT). This figure, "%~T on TT," is the statistic most commonly used in campus discussions of the risk of overtenuring an instiution. The remainder of the table deals only with the untenured faculty who hold a tenure track appointment, except for the bottom most section which provides information on the untenured who are on term contracts, viz., 4 (39-35) in 1979.[4]

The data are on Lotus 1-2-3 files and have been combined and manipulated in a straight forward manner to address the contentions that are being raised about the state of faculty health in institutions of this kind. The findings are reported in tables and graphs in the next section.

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[3] To be included, an untenured faculty member has to be on at least a one-year contract with the college and devote at least half-time to teaching. Part-time faculty are not included in in this data base, nor do these colleges employ them in large numbers.

[4] "Term" contract , for purposes of this study, may range in length from one year to indeterminate, but with the provision that earning tenure is not possible.

SELECTED RESULTS

To begin, there are the claims that colleges and universities have lost their flexibility because such a high percentage of their faculty is already tenured. They no longer can hire new staff without locking themselves into commitments that may be undesired tomorrow as student curricular interests change. In addition, the "tenured-in" situation is worsening each year.

The data in Table 2, which presents information on the average percentages of faculty in various categories at the twelve colleges, do not support these frequently voiced assertions. On the average, about 40% of the colleges' faculty are untenured, a proportion close to the national average and some appreciable distance from 100%. In addition, the percentage is not changing in any significant manner over the five-year span. While there is variance among the 12 colleges, most of it is created by a single college with very low numbers for 1979-81. Note that the maximums are nearly constant and the standard deviation is quite low for the last two years.

[Insert Table 2 about here.]

The accusation that the colleges are creating a breed of academic nomads by hiring large numbers of faculty on term contracts rather than into TT positions as another way of avoiding commitments to qualified candidates is also debatable on the basis of the evidence in Table 2. The last two sections show that on the average over 60% of the untenured faculty are on TT positions and about 25% of the total faculty who are not tenured are in TT slots. What is missing is any national norm for either category and any undebatable set of principles that suggest what the percentages ideally should be. What is clear, however, is that in both instances there has been no significant trend up or down from 1979 through 1983.

Second, with regard to the colleges' commitments to affirmative action, Tables 3 and 4 reveal the degree of success that has been achieved in increasing the number of women on their faculty.[5] Table 3 shows the mean percentages of married and unmarried untenured men and women in the GLCA institutions.

[Insert Table 3 about here.]

The general picture is one of a slight increase in the percent of both married and unmarried women, and total women, for the first three years followed by a slight decline. The numbers for 1983 are slightly higher than for 1979, but, overall, there has not been a great deal of change.

A second way of viewing affirmative action outcomes can be seen in Table 4 which shows the percent of the untenured faculty who are in their first year for each of the five years, i.e., what percent were women and what percent were men of the newly hired recruits. Males outproportion females in every instance

[Insert Table 4 about here.]

and the rise for both sexes over the first half of the time period is more than matched by a decline over the second half.

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[5] Data were also obtained on ethnic minorities, but here, as nearly everywhere else, the numbers are small and averages, percents, and the like are inappropriate statistics. Consequently, these data are not presented.

To summarize the data on men and women, while specific goals are not known for each college, it looks as if large increases of women onto the faculty ranks has not taken place, at least into tenure track positions. (See below for non-TT slots.)

Next, consider the claim that while more women were being added to the ranks - a claim that was not supported in the aggregate - they were more likely to leave the college than men were, especially those who were not married. That is, the college was not achieving its affirmative action goal because it was unable to retain those it hired from the minority (faculty) gender. Evidence on this topic is displayed in Figure 1.

[Insert Figure 1 about here.]

Each year a number of untenured faculty fail to return. Some take a position elsewhere; change careers; fail to receive a contract renewal; believe they will not achieve tenure; do not like the college; do not like the town. The possible reasons are many and in many instances are unknown even to the institution. The Y-axis in Figure 1 is the ratio of the number of faculty who departed for whatever reason to the number of each gender. In viewing these over time, it is seen that the fraction of women not returning is greater than it is for men. Also, the proportion not returning is dropping, but perhaps not as precipitously as the 1983 data suggest. The data for 1983 are incomplete and based upon but three of the colleges. Maybe better selection of new faculty accounts for the apparent drop? Maybe there are fewer opportunities and so people are staying despite their wishes? We do not know the reasons, and we need to flesh out 1983 before pushing our conclusions further.

Figure 1 does not show the differences between married and not married women, but the evidence is that the proportion of not married who leave is higher. Interviews with faculty suggest one reason is the social isolation that is characteristic of small colleges in small towns. Women do not have the socially acceptable alternatives that single men have in these environments. In any event, the belief that the departure rates differ by gender is supported.[6]

The last evidence we present deals with the assertion that while it may be true that more women are being added to the faculty, they are in a revolving door situation. Fewer of them are receiving tenure than are their males counterparts. Furthermore, receiving tenure is becoming more difficult, for men as well as for women.

Figure 2 presents the data on these two beliefs. The Y-axis is the ratio of the number of each gender who received tenure each year to the number of faculty of each gender who were in either their fifth, sixth, or seventh (or longer) year on tenure track appointments. Selecting this length of service was arbitrary. While each of the 12 colleges follows AAUP policies and can award tenure at any time, most do not do so until after 6 or 7 years. Thus one can not read a fraction, say, 0.42, as

[Insert Figure 2 about here.]

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[6] We do not know if the reported rates are high or low by any national norms nor what even might be a desired rate.

meaning but 40% of those eligible for tenure received it. That is, the data are not success rates but simply a fraction for comparing genders and noticing differences over time.

What Figure 2 reveals is that there is little difference between the rates of achieving tenure for men and for women. The figure also indicates that the proportion achieving tenure is falling, although again, as in the case of the new faculty who departed (Figure 1), the data for 1983 are incomplete and hence less reliable. For two claims, then, the first lacks supporting evidence where as the second may have some truth to it. Women are not failing at a higher rate than men; both seem to be having more difficulty achieving tenure in 1983 than they were in 1979.

Two other findings of interest do not have systematic supporting data but merit brief mention. One is that those colleges who told us the status of their departed untenured faculty reported that a vast majority were on faculties at other colleges and universities. This was true across the disciplines. Also, the institutions at which they were on the faculty varied across the spectrum by institutional type and status. Leaving a GLCA college voluntarily or otherwise has not been the end of an academic career, contrary to the belief that many hold.

The second finding of suggestive interest has to do with gender distribution in the non-tenure track positions, a category whose proportion differs greatly across institutions. (See Table 1.) The category includes those who are there for but a single year as a sabbatical replacement to those who are on a term appointment in a position that has been designated non-TT to essentially permanent employees who will never receive tenure. AAUP frowns upon the latter option and some colleges have policies that forbid a person for being in such a status for more than seven years.

In any event, the proportion of women in these non-TT positions is higher than it is in TT ones. Whether this second class status is a sign of sexual discrimination is not known. It may be that wives are employed in these positions or that available community talent is disproportionately female.

DISCUSSION

To begin with, there are some limitations in the study. In the main, GLCA colleges are fiscally healthier than the typical private liberal arts college. As institutions with national reputations and clientele, most are not suffering enrollment declines to the extent that other colleges are. Also, their faculty have distinguished pedigrees and hence may be more marketable elsewhere than will departing assistant professors from the more typical four year college. In these and related ways, while not immune from the vicissitudes of higher education circa 1984, GLCA colleges will be on the more robust end of the spectrum.

A second limitation stems from some of the differences between the 12 colleges. While most have remained "pure" liberal arts colleges, some have added professional programs. For example, two of the colleges began degrees in nursing. As a consequence, the number of women faculty added to the untenured rank swelled appreciably.[7] Other colleges began a business specialty, usually by adding business faculty to an economics major so as to stay in the liberal arts tradition. Males tended to dominate here, but not more so than they did in other social science disciplines. In sum, there are some distortions in the gender ratios because of special changes at some colleges but not at others.

Turning to the findings, some of the beliefs, myths, and folklore were supported by the data. Others were not. A few remain in question. There is no need to repeat these here.

More important is what still needs to be done to mitigate faculty stress and restore a healthy climate for all of the constituencies -- students, administrators, and faculty. Junior faculty believe their is too little agreement between what is stated as policy and what exists in practice when it comes to how their careers will be affected. As a companion piece to the data presented here we have a systematic inquiry underway which is trying to clarify, college by college, just who decides by what means what the status of a position is, how an individual is selected for it, and who and what determines successfully meeting its expectations. Just as the data which sort fact from fiction should stimulate discussion on campuses on the fairness of treatment, so should knowledge on how the game is being played alleviate undue tensions.

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[7] These people were classified as other" in Table 1, as were physical education faculty and coaches (when they had academic rank) - about equal numbers of females and males for this department - and librarians (at one college) and disproportionately women, again "inflating" the number of women.

Two other component pieces are also underway which should assist in fostering a healthy academic climate on the campuses. One of these utilizes the four national faculty surveys conducted under the auspices of the Carnegie Commission and by Ladd & Lipset. These data on colleges similar to GLCA institutions from 1968-1977 will give an historical basis against which to judge better the current findings. The other is a proposal to update the 1980 study by Baldwin and Blackburn on the careers of faculty in these same 12 colleges. Here interview data will put flesh on the bones obtained from the survey instruments. Together they should provide insights into the well being of this segment of higher education.

One must expect tight times for another decade. The current pressures which affect faculty morale are not likely to go away tomorrow. Nonetheless, one remains optimistic that sharing knowledge regarding the faculty condition allows well intended people an opportunity to create solutions for difficult problems.

Table 1. College Data Sheet.

"X"

COLLEGE [redacted]	1979 (N)	1979 (%)	1980 (N)	1980 (%)	1981 (N)	1981 (%)	1982 (N)	1982 (%)	1983 (N)	1983 (%)	SUM N	AVE N	MAX N	MIN N	STD N	AVE %	MAX %	MIN %	STD
TOTAL FACULTY	77.0		78.0		77.0		76.0		76.0										
UNTENURED	39.0	50.6	38.0	48.7	40.0	51.9	36.0	47.4	35.0	46.1		37.6	40.0	35.0	1.9	48.9	51.9	46.1	[illegible]
% NT ON TT		45.5		41.0		40.3		34.2		30.0						38.0	45.5	30.0	[illegible]
ON TENURE TRACK	35.0	89.7	32.0	84.2	31.0	78.0	26.0	72.2	23.0	65.7		29.4	35.0	23.0	4.3	78.0	89.7	65.7	[illegible]
RANK																			
Instructor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0				0.0			
Asst. Prof.	31.0	88.6	29.0	88.6	28.0	90.3	24.0	92.3	21.0	91.3		26.6				90.2			
Assoc. Prof.	3.0	8.6	1.0	8.6	1.0	3.2	1.0	3.8	1.0	4.3		1.4				5.7			
Professor	1.0	2.9	2.0	2.9	2.0	6.5	1.0	3.8	1.0	4.3		1.4				4.1			
DISCIPLINE																			
Fine Arts-F	1.0	2.9	2.0	2.9	3.0	9.7	1.0	3.8	1.0	4.3	3.0	1.6	3.0	1.0	0.8	4.7	9.7	2.9	[illegible]
Fine Arts-M	3.0	8.6	1.0	8.6	0.0	0.0	0.0	0.0	1.0	4.3	3.0	1.0	3.0	0.0	[illegible]	4.3	8.6	0.0	[illegible]
Humanities-F	5.0	14.3	7.0	14.3	7.0	22.6	8.0	30.8	5.0	21.7	8.0	6.4	8.0	5.0	1.3	20.7	30.8	14.3	[illegible]
Humanities-M	5.0	14.3	4.0	14.3	5.0	16.1	3.0	11.5	3.0	13.0	5.0	4.0	5.0	3.0	0.9	13.9	16.1	11.5	[illegible]
Nat Sci-F	1.0	2.9	2.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.6	2.0	0.0	0.8	1.1	2.9	0.0	[illegible]
Nat Sci-M	5.0	14.3	4.0	14.3	3.0	9.7	3.0	11.5	2.0	8.7	5.0	3.4	5.0	2.0	1.0	11.7	14.3	8.7	[illegible]
Math/Comput-F	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]
Math/Comput-M	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]
Soc Sci-F	2.0	5.7	2.0	5.7	3.0	9.7	2.0	7.7	1.0	4.3	3.0	2.0	3.0	1.0	0.6	6.6	9.7	4.3	[illegible]
Soc Sci-M	6.0	17.1	4.0	17.1	2.0	6.5	2.0	7.7	2.0	8.7	6.0	3.2	6.0	2.0	1.6	11.4	17.1	6.5	[illegible]
Education-F	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]
Education-M	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]
Econ/Bus-F	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]
Econ/Bus-M	2.0	5.7	2.0	5.7	2.0	6.5	2.0	7.7	2.0	8.7	2.0	2.0	2.0	2.0	[illegible]	6.9	8.7	5.7	[illegible]
Other-F	2.0	5.7	1.0	5.7	3.0	9.7	2.0	7.7	3.0	13.0	3.0	2.2	3.0	2.0	0.7	8.4	13.0	5.7	[illegible]
Other-M	3.0	8.6	3.0	8.6	3.0	9.7	3.0	11.5	3.0	13.0	3.0	3.0	3.0	3.0	0.0	10.3	13.0	8.6	[illegible]
APPOINTMENT YR																			
First-F	1.0	2.9	4.0	2.9	4.0	12.9	1.0	3.8	0.0	0.0	4.0	2.0	4.0	0.0	1.7	4.5	12.9	0.0	[illegible]
First-M	4.0	11.4	3.0	11.4	5.0	16.1	2.0	7.7	2.0	8.7	5.0	3.2	5.0	2.0	1.3	11.1	16.1	[illegible]	[illegible]
Second-F	2.0	5.7	2.0	5.7	4.0	12.9	4.0	15.4	2.0	8.7	4.0	2.8	4.0	2.0	1.0	9.7	15.4	5.7	[illegible]
Second-M	7.0	20.0	4.0	20.0	3.0	9.7	6.0	23.1	2.0	8.7	7.0	4.4	7.0	2.0	1.9	16.3	23.1	8.7	[illegible]
Third-F	2.0	5.7	2.0	5.7	2.0	6.5	3.0	11.5	3.0	13.0	3.0	2.4	3.0	2.0	0.5	8.5	13.0	5.7	[illegible]
Third-M	3.0	8.6	3.0	8.6	3.0	9.7	1.0	3.8	6.0	26.1	6.0	3.2	6.0	1.0	1.6	11.4	26.1	3.8	[illegible]
Fourth-F	1.0	2.9	2.0	2.9	2.0	6.5	2.0	7.7	2.0	8.7	2.0	1.8	2.0	1.0	0.4	5.7	8.7	2.9	[illegible]
Fourth-M	5.0	14.3	1.0	14.3	1.0	3.2	1.0	3.8	1.0	4.3	5.0	1.8	5.0	1.0	1.6	8.0	14.3	3.2	[illegible]
Fifth-F	0.0	0.0	1.0	0.0	0.0	0.0	2.0	7.7	0.0	0.0	2.0	0.6	2.0	0.0	0.8	1.5	7.7	0.0	[illegible]
Fifth-M	1.0	2.9	4.0	2.9	0.0	0.0	1.0	3.8	0.0	0.0	4.0	1.2	4.0	0.0	1.5	1.9	3.8	0.0	[illegible]
Sixth-F	3.0	8.6	0.0	8.6	1.0	3.2	0.0	0.0	1.0	4.3	3.0	1.0	3.0	0.0	1.1	4.9	8.6	0.0	[illegible]
Sixth-M	4.0	11.4	1.0	11.4	2.0	6.5	0.0	0.0	1.0	4.3	4.0	1.6	4.0	0.0	1.4	6.7	11.4	0.0	[illegible]
=>Seventh-F	1.0	2.9	3.0	2.9	3.0	9.7	1.0	3.8	1.0	4.3	3.0	1.8	3.0	1.0	1.0	4.7	9.7	2.9	[illegible]
=>Seventh-M	1.0	2.9	2.0	2.9	1.0	3.2	2.0	7.7	2.0	8.7	2.0	1.6	2.0	1.0	0.5	5.1	8.7	2.9	[illegible]
RACE (Non-W)	4.0		4.0		5.0		6.0		2.0			4.2							
GENDER/MARRIED																			
Female-M	5.0	14.3	7.0	14.3	8.0	25.8	7.0	26.9	4.0	17.4	31.0	6.2	8.0	4.0	1.5	19.7	26.9	14.3	[illegible]
Female-Not M	6.0	17.1	7.0	17.1	8.0	25.8	6.0	23.1	6.0	26.1	33.0	6.6	8.0	6.0	0.8	21.9	26.1	17.1	[illegible]
Male-M	24.0	68.6	16.0	68.6	13.0	41.9	11.0	42.3	11.0	47.8	75.0	15.0	24.0	11.0	4.9	53.8	68.6	41.9	[illegible]
Male-Not M	0.0	0.0	2.0	0.0	2.0	6.5	2.0	7.7	2.0	8.7	8.0	1.6	2.0	0.0	0.8	4.6	8.7	0.0	[illegible]
DEPARTED																			
Female	1.0		3.0		2.0		2.0		0.0		8.0	1.6	3.0	0.0	1.0				
Male	8.0		6.0		3.0		2.0		0.0		19.0	3.8	8.0	0.0	2.9				
TENURED																			
Female	0.0		1.0		1.5		0.0		0.0		2.5	0.5	1.5	0.0	0.6				
Male	3.0		3.0		2.5		2.0		0.0		10.5	2.1	3.0	0.0	1.1				
NON-TENURE TRK																			
Sabbat Replace																			
Humanities	3.0	75.0	4.0	66.7	4.0	44.4	6.0	60.0	7.0	58.3	24.0	4.8	7.0	3.0	1.5	60.9	[illegible]	44.4	[illegible]
Nat Sci	1.0	25.0	1.0	16.7	5.0	55.6	3.0	30.0	5.0	41.7	15.0	3.0	5.0	1.0	1.8	33.8	[illegible]	[illegible]	[illegible]
Soc Sci	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]	[illegible]
Other	0.0	0.0	1.0	16.7	0.0	0.0	1.0	10.0	0.0	0.0	2.0	0.4	1.0	0.0	0.5	5.3	[illegible]	[illegible]	[illegible]

Table 2. Mean Number and Percentage Data for the 12 Colleges

	1979	1980	1981	1982	1983
AVG N	115.0	114.0	114.0	116.0	115.0
% UNTENURED					
AVG	39.1	37.2	40.0	39.2	40.5
MAX	53.0	48.7	52.0	48.9	52.9
MIN	12.5	13.1	12.5	28.6	33.1
STD	11.4	10.6	10.7	6.3	6.0
% NT ON TT					
AVG	26.1	25.1	25.5	24.1	25.0
MAX	45.5	41.0	40.8	72.3	36.8
MIN	12.5	13.1	12.5	15.7	10.9
STD	9.7	7.8	8.9	14.9	7.3
% ON TT					
AVG	62.1	62.8	58.0	62.9	64.8
MAX	89.7	89.7	86.7	87.2	85.2
MIN	12.5	13.1	12.5	34.3	[illegible]
STD	25.1	22.9	21.5	14.6	15.8

Table 3. Mean Percentages of Married and Unmarried Men and Women Faculty in the 12 Colleges

	1979	1980	1981	1982	1983
FEMALE-M					
Avg	17.9	15.1	19.2	18.6	17.7
Max	37.5	29.0	28.6	29.7	31.0
Min	5.3	2.9	4.5	5.0	4.0
Std	9.5	8.2	7.6	7.3	7.7
FEMALE-NM					
Avg	15.3	18.7	19.1	18.7	18.8
Max	26.7	50.0	35.0	33.3	35.3
Min	6.9	6.4	8.6	2.9	5.8
Std	5.6	11.0	7.7	10.3	10.1
MALE-M					
Avg	55.5	51.6	47.3	47.8	47.9
Max	76.1	71.4	65.7	71.4	61.5
Min	25.0	25.0	28.6	33.3	[illegible]
Std	13.7	12.0	10.3	11.9	8.1
MALE-NM					
Avg	11.3	12.5	14.6	13.7	15.7
Max	26.3	31.8	31.9	30.0	36.0
Min	0.0	0.0	2.9	2.9	5.1
Std	9.2	8.4	8.6	6.6	8.8
TOTAL F					
Avg	33.2	33.9	38.3	37.4	36.4
TOTAL M					
Avg	66.8	66.1	61.7	62.6	63.6

Table 4. Mean Percentages of Untenured Men and Women Faculty Who Are in their First Year of Teaching.

	1979	1980	1981	1982	1983
1ST YR-F					
AVG	8.7	11.1	11.2	8.3	6.3
MAX	21.1	20.4	28.4	[illegible]	[illegible]
MIN	0.0	0.0	0.0	[illegible]	[illegible]
STD	7.1	9.3	6.8	10.4	[illegible]
1ST YR-M					
AVG	13.5	15.5	16.3	11.5	[illegible]
MAX	[illegible]	36.4	58.8	26.5	[illegible]
MIN	0.0	0.0	0.0	0.0	[illegible]
STD	10.0	10.3	14.5	6.6	7.4

Figure 1.

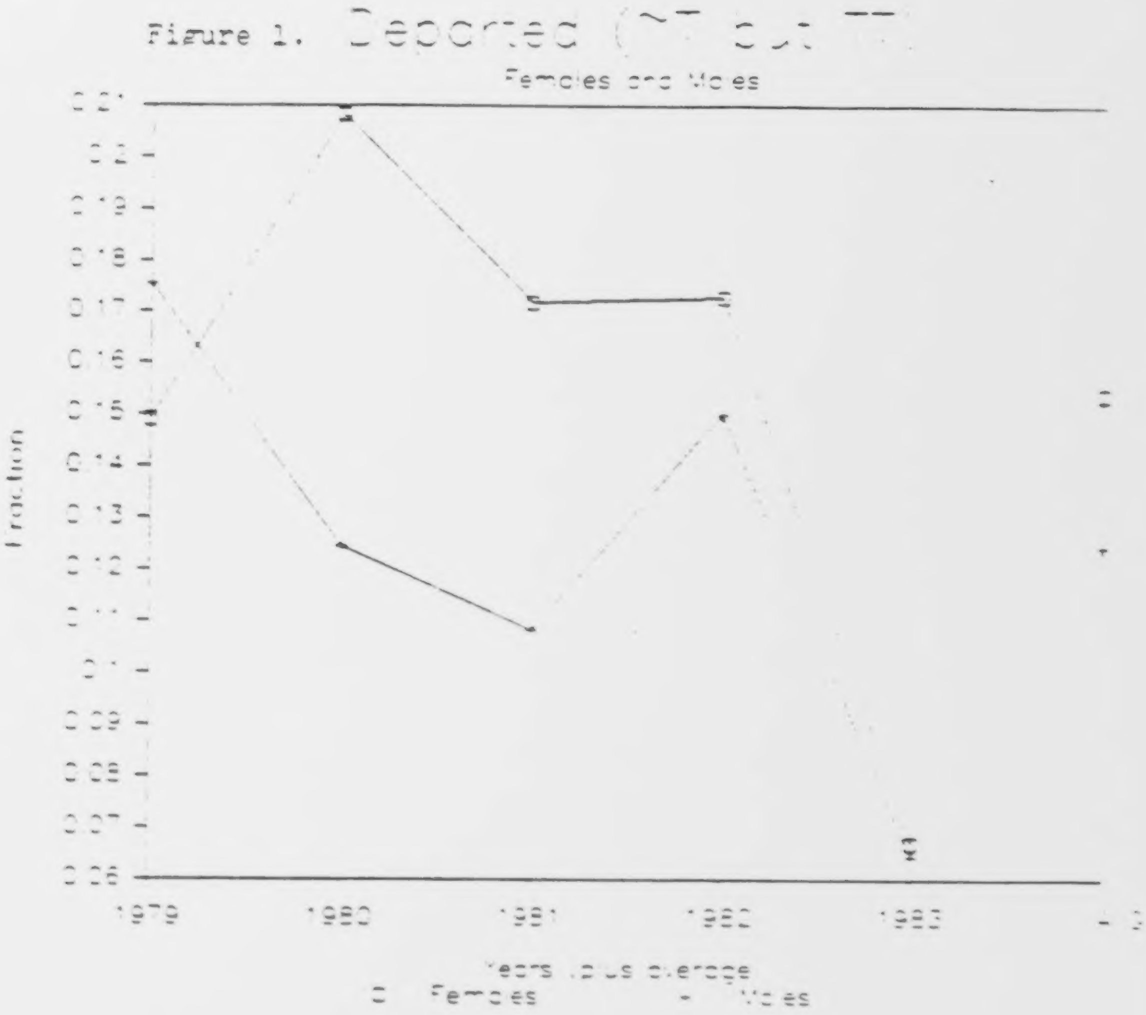
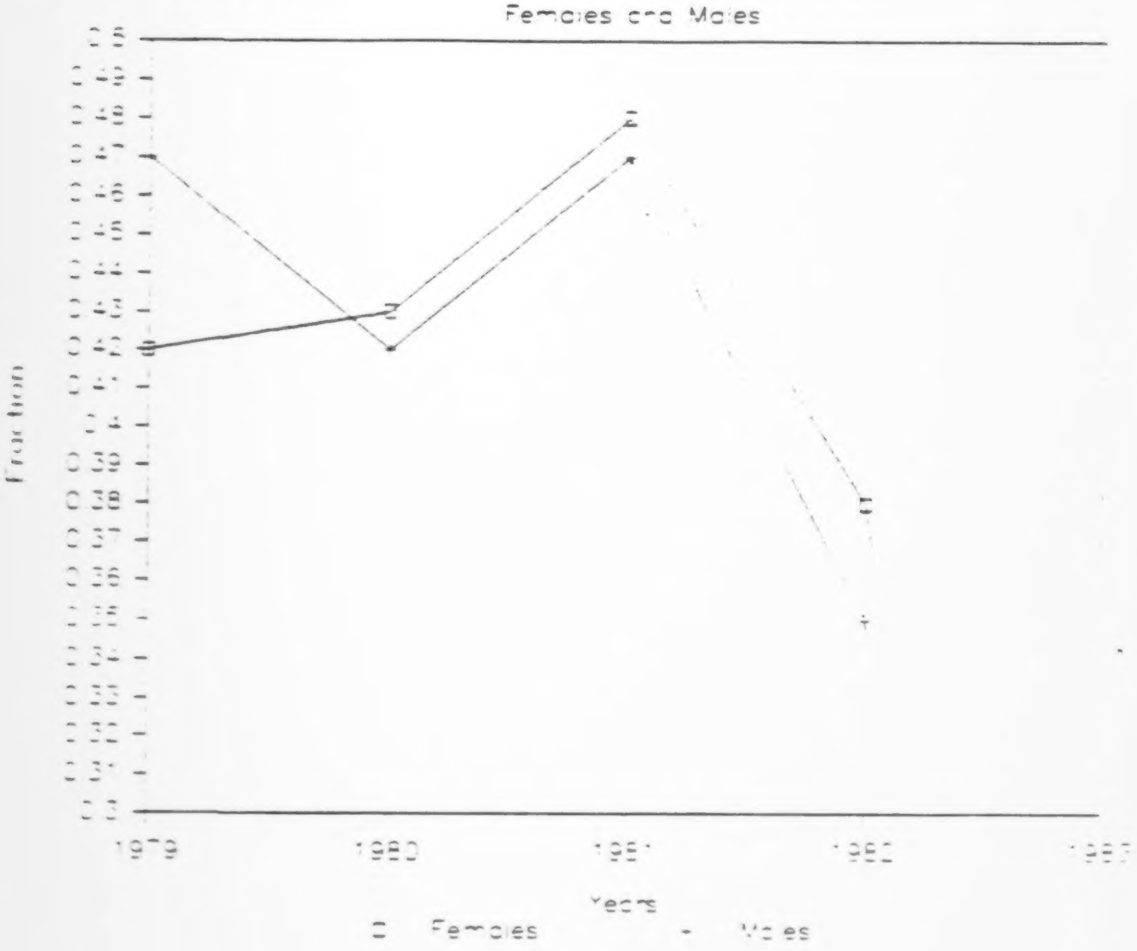

Departed ([illegible] out [illegible])
Females and Males
0.21
0.2
0.19
0.18
0.17
0.16
0.15
0.14
0.13
0.12
0.11
0.1
0.09
0.08
0.07
0.06
Fraction
1979
1980
1981
1982
1983
Years plus average
Females
Males

Figure 2. Percent TT Success



Appendix 7

DRAFT

To: GLCA Chief Academic Officers

We are interested in describing and comparing the job responsibilities and institutional policies relating to untenured tenure track faculty at GLCA institutions. We would appreciate your answering the questions below about teaching, advising, research or other scholarly or artistic work, and other duties, such as committee work, expected of faculty at your institution. The questionnaire also asks about procedures followed when authorizing and filling positions, and when renewing conditions for reappointment and tenure. Unless stated otherwise, please assume that all questions about untenured faculty refer to those holding tenure track appointments. Thank you for your cooperation.

TEACHING

1. What is the normal average teaching load per year for untenured faculty members (number of courses taught)? Please distinguish by division (e.g. humanities, natural sciences) if teaching load expectations are different.

   a. Are new faculty ever given reduced teaching loads to compensate for their inexperience? If so, under what circumstances?

   b. Do policies for non-tenure track faculty differ? If so, please describe the differences.

   c. Does the normal or average teaching load for untenured faculty differ from that of their tenured colleagues? If so, please describe the differences. Please distinguish by division (e.g. humanities, natural sciences) if teaching load expectations are different.

2. What is the normal or average number of different course preparations per year for untenured faculty?

   a. Are new faculty ever given a reduced number of preparations to compensate for their inexperience? If so, under what circumstances?

b. Do policies for non-tenure track faculty differ? If so, please describe the differences.

c. Does the normal or average preparation load for untenured faculty differ from that of their tenured colleagues? If so, please describe the differences. Please distinguish by division if course preparation expectations are different.

3. In the list below, please check the type of interdisciplinary courses taught by untenured faculty at your institution:

_______ Freshman core program

_______ Sophomore core program

_______ Women's studies

_______ Black studies

_______ Peace studies

_______ Urban studies

_______ International studies

_______ Other (please specify):

_______ Other (please specify):

Do any special policies or institutional circumstances either encourage or discourage untenured faculty members from participating in interdisciplinary courses?

RESEARCH AND OTHER PROFESSIONAL WORK

4. Faculty work loads are typically described in terms of three components: teaching (including preparation, exams, term paper reading, etc.), scholarship (research), and service to the institution (including advising and institutional governance). Approximately what percentage of their time are untenured and tenured faculty expected to spend working in each of the three areas? Indicate differences by division if necessary.

	Teaching	Scholarship	Service
Untenured faculty:			
Instructors:			
Assistant Professors:			
Associate Professors:			
Full Professors:			
Tenured faculty:			
Instructors:			
Assistant Professors:			
Associate Professors:			
Full Professors:			

Do any of the percentages listed above differ for faculty holding non-tenure track appointments? If so, please describe.

5. Are research leaves available to untenured faculty?

If yes, please describe the opportunities for research leaves for untenured faculty.

6. Are special endowments or grants available to untenured faculty for professional research or creative or performing artistic work?

   If yes, please describe the nature of the endowment or grants.

7. Are stipends available to untenured faculty for travel to professional meetings and conferences?

   If yes, please describe the amount of the stipends, and how they are awarded.

ADVISING

8. Please list the range of numbers of advisees assigned to untenured faculty.

   What is the average (mean) number of advisees for untenured faculty?

9. Do untenured faculty advise students in independent study research, honors projects, or tutorials?

If yes, what is the range of the number of students advised each year in this capacity by untenured faculty?

What is the average (mean) number of students advised by an untenured faculty member each year on such projects?

COMMITTEES

10. Do untenured faculty serve on faculty committees?

If yes, how much time per week do they spend on committee responsibilities? (Please include a range as well as a mean estimate.)

11. Does faculty legislation limit either the number of committees or the amount of time devoted to committee service for untenured faculty?

If yes, please decribe the legislation, and the limits it sets.

12. Are untenured faculty eligible for all faculty committees?

If no, which committees are untenured faculty ineligible to serve on?

SOME ADDITIONAL QUESTIONS

13. What proportion of untenured faculty at your institution this year are in permanent ("tenure-track") or temporary (visiting) positions?

14. Are the responsibilities or expectations for teaching, research, service, etc., different for permanent (tenure-track) untenured faculty than for temporary (visiting) untenured faculty?

If yes, in what ways are they different?

15. Please check below the responsibilities that involve untenured faculty participation:

_______ recruiting

_______ alumni relations

_______ admissions work (telephoning, interviewing, traveling, etc.)

_______ faculty sponsor for special program houses on campus

_______ department library representative

_______ coordinator for college or department colloquia, cultural events, etc.

_______ administrative (e.g., ad hoc committee work, or other functions not considered ordinary committee work, but in which the faculty member serves as representative to the administration).

_______ other ____

_______ other ____

17. When a position is authorized, what is the normal sequence of events at your institution? In the blanks below, please place a number before every constituency normally involved in the authorization process, using the numerical rank to show sequential steps in the authorization process. (Tied ranks may be used to indicate parallel or alternative pathways.) We have placed the number one (1) before department because it seems likely that the initial formal request to create a position or fill a vacancy would come from that source.

___1___ Department (or other academic unit)

_______ Division or School

_______ Dean or Chief Academic Officer

_______ Faculty Committee (which may include some department members)

_______ Student Committee

_______ Special Committee (which may include students/faculty/administrators)

_______ President

_______ Board of Trustees Committee

_______ Board of Trustees

_______ Other (specify):

_______ Other (specify):

18. After a position is authorized to be filled, who has the primary responsibility for conducting the search?

_______ Department (or other academic unit)

_______ Faculty Committee

_______ Student Committee

_______ Special Committee

_______ Division or School

_______ Dean or Chief Academic Officer

_______ Other (specify):

19. After a final candidate is selected, which of the constituencies listed below play an active role in deciding whether to offer a contract to the finalists? (Please exclude pro forma approvals where the candidate's credentials are not critically scrutinized.)

_______ Department (or other academic unit)

_______ Division or School

_______ Faculty Committee

_______ Student Committee

_______ Special Committee

_______ Dean or Chief Academic Officer

_______ Faculty Personnel Committee

_______ Student Personnel Committee

_______ President

_______ Board of Trustees Committee

_______ Board of Trustees

_______ Affirmative Action Officer

_______ Other (specify):

_______ Other (specify):

20. Please consider the conditions of retention for a faculty member being reviewed for reappointment (but not up for tenure review). Which of the following kinds of evidence would normally be required, which would be commonly presented during the review process, and which would rarely or never be presented?

Required	Common	Rare	
______	______	______	Student classroom evaluations
______	______	______	Individual student evaluations (letters, for example)
______	______	______	Individual faculty evaluations (not based on direct observation of teaching)
______	______	______	Peer (faculty) teaching evaluations
______	______	______	Formal self evaluation and/or professional development plan
______	______	______	Departmental (or other academic unit) recommendation
______	______	______	Department chair recommendation
______	______	______	Divisional chair recommendation
______	______	______	Student advisee recommendations
______	______	______	Alumni recommendations
______	______	______	Recommendations by outside professional reviewers
______	______	______	Faculty committee recommendations
______	______	______	Student committee recommendations
______	______	______	Special committee recommendations
______	______	______	Dean or Chief Academic Officer recommendation
______	______	______	Other (specify):
______	______	______	Other (specify):

21. Please consider now a faculty member being reviewed for tenure. Which of the following kinds of evidence would normally be required, which would be commonly presented during the review process, and which would rarely or never be employed?

Required	Common	Rare	
______	______	______	Student classroom evaluations
______	______	______	Individual student evaluations (letters, for example)
______	______	______	Individual faculty evaluations (not based on direct observation of teaching)
______	______	______	Peer (faculty) teaching evaluations
______	______	______	Formal self evaluation and/or professional development plan
______	______	______	Departmental (or other academic unit) recommendation
______	______	______	Department chair recommendation
______	______	______	Divisional chair recommendation
______	______	______	Student advisee recommendations
______	______	______	Alumni recommendations
______	______	______	Recommenations by outside professional reviewers
______	______	______	Faculty committee recommendations
______	______	______	Student committee recommendations
______	______	______	Special committee recommendations
______	______	______	Dean or Chief Academic Officer recommendation
______	______	______	Other (specify):
______	______	______	Other (specify):

22. At what intervals are faculty on tenure track appointments normally reviewed?

23. If a faculty member fails her or his tenure review, does a right of appeal exist?

If yes, to whom?

24. Do formal tenure quotas exist at your institution? If yes, please describe.

25. What types of term contracts exist at your institution? (Term contracts are defined as full-time faculty contracts which are not designed to lead to a tenure review.)

_______ Sabbacial replacement

_______ Fixed length of one year (other than sabbatical)

_______ Fixed length of more than one year

_______ Fixed length when tenure denied

_______ Reappointments of people whose term contracts have expired

26. What titles are possible at your institution for people on term contracts?

_______ Assistant Professor

_______ Associate Professor

_______ Full Professor

_______ Adjunct Instructor, Assistant, Associate, or Full Professor

_______ Visiting Instructor, Assistant, Associate, or Full Professor

_______ Artist in Residence

_______ Preceptor

_______ Instructor

_______ Research Professor

_______ Emeritus Professor

_______ Distinguished Professor

_______ Lecturer

_______ Other (please specify):

_______ Other (please specify):

27. Is conversion from a term to a tenure track appointment possible at your instutition?

If yes, without a new national search?

If yes, how many times has this happened during the past three years?

28. What are the normal minimum and maximum probation intervals for tenure at your institution for persons with and without prior experience?

Have you hired a person with tenure during the past three years?

Thank you very much again for your cooperation.

Submitted by ______________________________

College ___________________________________

Appendix 8

GLCA

GREAT LAKES COLLEGES ASSOCIATION 220 COLLINGWOOD, SUITE 240, ANN ARBOR MICHIGAN 48103 (313) 761 4833

November 16, 1984

(Sample letter sent to all first and second year faculty)

Dear Professor

I am writing to make sure that you are familiar with the GLCA Mentoring Program, part of the larger GLCA faculty project on helping new faculty adjust to careers at liberal arts colleges. You may have read about both projects in the GLCA Faculty Newsletter.

The Mentoring Program is based on the assumption that some junior faculty members would benefit from meeting with a senior faculty person from another liberal arts college. That assumption has been confirmed by the experiences of the first eleven new faculty participants in the program. One of those junior faculty members is the sole person with a particular disciplinary specialty on her campus and has appreciated talking with her mentor, who is in a comparable position on a nearby campus, about similar courses they both teach and about funding for research. Another new faculty member who is troubled about how to balance his responsibilities for teaching, research, and university service is discussing that problem with a senior "mentor." There are many other issues, bearing upon a junior faculty member's professional life, on which it may be helpful to have the perspective of an experienced and sympathetic outsider who is familiar with the small liberal arts college setting. The Mentoring Program is an appropriate forum for all those issues.

If you think you might benefit from such collaboration with a senior faculty colleague from another GLCA institution, please complete the enclosed application form and return it to me. I will then attempt to find a suitable senior faculty member from another GLCA institution, and will ask that "mentor" to contact you. The Mentoring Program will cover your expenses in visiting each other's campus, talking by telephone, exchanging printed resources, or whatever activities seem most useful to you.

I invite you to participate in this program if it interests you.

Sincerely,

Katherine Loring
Program Officer

KL/vbu
Enclosure

Faculty Mentoring Questionnaire

Name:

Institution:

Rank and Department:

Length of time at institution:

Highest degree (indicate if degree in progress):

Do you have tenure? ______Yes ______No

If untenured, describe your contract (tenure-track, term, renewable term — how long, etc.):

Area(s) of scholarly/research/artistic interest or specialization:

Are you willing to be paired with someone from outside your field of specialization? ______Yes ______No

Specific teaching responsibilities:

The following issues are all possible ones for the mentoring program to address: teaching techniques or course design, student advising, campus committee work, campus politics, scholarship/research/publication, institutional and community service, ethical concerns, student and/or collegial evaluations, dual-career arrangements, setting professional priorities, other issues.

For untenured faculty, please describe which of these areas you would be especially interested in discussing with a GLCA senior colleague. For tenured faculty, please describe which areas you would be willing to discuss with a GLCA junior colleague. Attach an extra sheet if necessary, and feel free to contact Neil Wylie or Nate Therien if you have any questions or concerns about participation in the program.

Please return this form promptly to:
Nate Therien, GLCA, 2929 Plymouth Road, Suite 207, Ann Arbor, Michigan 48105

GLCA MENTORING PROGRAM REPORT SUMMARY
SENIOR FACULTY

Please take a few moments to react to the meeting you had recently with your mentoring partner. Your comments will help us improve our program.

1. Please describe your meeting and the activities which took place.

—No meeting. I called my "mentee" but no follow-up occured. I told her that, though I was open to a meeting, the initiative rested with her.

—My mentoring partner drove from Ohio Wesleyan to Earlham and met with me and several colleagues. ____ and ____ met with him as much or more than I did. He visited some classes and talked with us about how we got our program started and how it works. We had lunch together.

—I did not meet with ____. His contract was not renewed at ____, and he chose to spend what time he could find seeking another position. Thus, we did not get together.

—I met with my mentoring partner for about three hours. We had lunch, and talked at some length.

—I never met with my mentoring partner. After weeks of being unable to reach him by phone, and getting no response to my notes, I finally received word that he moved from ____ into government service, and so had no interest in the mentoring program.

—We discussed personal/professional situations for ____ at Earlham. We met there on a Sunday afternoon.

—Met for an extended lunch in Marshall, MI. We mainly discussed curricular issues, e.g., our respective programs for majors and specific courses. Since we both had studied at the University of Chicago, we talked a bit about U.C. as well.

—We spoke by phone 3 times during June and July. Very pleasant and enthusiastic discussion about a variety of topics academic and non-academic. On August 21 visited Wabash for approximately 2½ hours. We met in my office and discussed teaching, research, our strong common interest in astronomy and cosmology, comparisons of our institutions, and tenure procedures. He toured our Physics facilities and met other Wabash faculty.

—I called ____ while in Grand Rapids, and arranged to meet him in Holland on my way home, April 20. Which we did, and had a nice chat over coffee for an hour. There was some predictable awkwardness—I do not feel comfortable as a designated "mentor" and he doesn't really need one as such. ____'s questions are mild, obvious ones—how does one keep up as a scholar in liberal arts colleges? How does one get work done (other than teaching) during the school year? What are other liberal arts colleges like? He is a confident, sharp, bright, achieving, likable person who is not shy, worried about his career in any crisis sense, and clearly on top of himself. His needs are not crucial!

—We spent a long evening together at the April GLCA Foreign Languages Conference. Part of it was just getting to know one another's situation, another part concentrated on ____'s anxieties about the short range and his hopes for the long range.

—Yesterday I had an enjoyable visit with ____ at Wooster. We talked, toured the Physics Department and campus from 2:00 p.m.- 4:45 p.m.

Mentoring Program Sr. Faculty
Page 2

—I met with ____ of the ______ Department of Ohio Weslyan University last Monday (May 21, 1984). I drove up to Delaware and we had a three-hour chat over lunch.

—Because ____ was convalescing from ______, we were obliged to talk on the telephone. We had a lengthly and, I think, productive conversation.

—My mentoring partner is ____, ________, Denison University. We met at 6:30 p.m. on September 26, 1985 at ____'s home in Granville. From there we went to the Buxton Inn for a long dinner, followed by more conversation at   's home until about 11:00 p.m.

—___ came to my house on Saturday 21. Basically we talked. I also invited some other anthropologists with varied career backgrounds.

—I met _____ at Wabash College on July 17. We had prearranged by letter to meet for lunch and talked during and after lunch for three hours. ____ described his teaching schedule, courses he offered and expected to offer during the next academic year, his successes and failures as a teacher, his research activities, the departmental personnel situation, tenure and promotion, committees and university governance responsibilities and issues, and his and his wife's feelings about remaining at Wabash. We had a wide-ranging conversation in which I shared my views of the same issues at Denison.

—Met over lunch in Marshall (conveniently between Albion and Kalamazoo). Discussed our histories (both personal and mathematical). Pondered some mathematical questions.

—Met with _____ and ____, both members of the _____ library staff. This was the second time we met—a couple of months ago they came over to Earlham.

—I spent from 2:00 p.m. to 8:00 p.m. talking with ____. We visited Perkins Observatory, the college observatory, and had dinner.

—I met with ____,   faculty at Albion, for approximately three hours: a tour of our department, lunch, a visit to the Kalamazoo Institute of Arts, and the special "Michigan Masterpiece Show" currently at the Institute. We basically talked about teaching at a small liberal arts college.

—____ and I met for 1½ hours at Kalamazoo in the student union and talked informally. We met on March 12 ____ came over from a vacation cabin he had near Lake Michigan.

—I went to Denison and met ____ in her office. We talked there for awhile, and then went to lunch for about a hour and a half.

—I wrote to Dr. ____ in early March stating that I was her GLCA mentor, and she called to set up a meeting at Oberlin for March 23. We met at Oberlin for 4 hours, we chatted about her teaching and research projects, had lunch and I carefully had a tour of her lab and looked over some of her latest research results.

—Met briefly and discussed our approach to teaching philosophy of art. I provided her with a syllabus and a complete course-pack of articles I assign. She later on sent me an article.

—Ms. ___ and I spoke at length (about an hour) last week over the telephone at her expense. It was clear from our discussion that she is experiencing a number of professional frustrations over which she has little control. The most important of these is what she experiences to be a negative attitute toward publishing with the faculty at Kenyon. On the other hand, she does have control over what she does with her time. The major difficulty, in my view, concerns her program research.

—On Tuesday, March 3, 1987, ____ of the ____ College Department of Music drove up to Wooster to spend about 5 hours with me (9:30 a.m.—2:30 p.m.). We discussed a variety of academic and personal problems, I took her with me to hear a Voice Jury for a Senior Recital, gave her a tour of our new Music Center, and took her to lunch at the Wooster Inn.

—Dinner and discussion 5:00 p.m.- 9:30 p.m., Sunday May 10, Granville Ohio .

—____ stopped by for about two hours on his way to Denison. We talked about his background, how the year had gone, and his future plans. I showed him my laboratory and we talked a little about the work I'm doing.

—Yesterday (May 21) I drove over to Yellow Springs. ____ took me on a tour of the physical facilities for research and teaching of ____. We had a four-hour conversation about her teaching problems and the problems of doing any research in the very dreadful physical conditions that we present in The Science Institute at Antioch.

—We exchanged letters and one telephone call before meeting. We had a pleasant and open discussion during our two hour meeting and are planning to call again in late July. We may need to have another meeting in late summer.

2. Please describe the positive aspects of your meeting.

—It was good to meet someone who has the initiative to try to start a Peace Studies program.

—I found my mentoring partner to be a very open and co-operative. The conversation seemed to me to be helpful to her.

—____ had someone to talk over problems. ____ figured out the timing of her decisions and talked through decisions and complications.

—Aside from sharing some book titles, the best part of the meeting was when we began to consider the need for—and the possibility of—our working together on a GLCA meeting of ____ to discuss changing directions in the discipline and curricular implications of these changes.

—Getting to know another physicist who is bright, outgoing, and enthusiastic. Sensing the possibility that ____ and ____ might be able to have a closer and more fruitful relationship between departments.

—In a blunt manner of speaking—I think that ____ is a very creative and energetic teacher who is working in a less than progressive language department. I think he would like more stimulation, more chances to experiment, to argue in a productive way with his colleagues. Being a junior faculty member also doesn't give him the confidence to perhaps strike out in the directions he might like to try out. I think he enjoyed talking to someone who might give him a new perspective.

—Friendly relationship established; we seem congenial, with similar interests in many areas.

—I hope that my comments to his questions will be helpful. I felt that we had an open discussion of the issues that were important to him. He said that our discussion directed him towards new tactics.

—1. We talked at length about her teaching duties, we also talked about what areas of teaching she might concentrate on when she attends the GLCA Teaching Workshop at Albion this summer. Part of ____s problem is ____—they expect her to teach too many diverse courses, too frequently. So we talked about strategies to have the upper level people at ____ see her plight.

Mentoring Program Sr. Faculty
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2. We talked about research plans, and how she might get the ball rolling on some equipment funding. I discussed the NSF COSTP project, the NIH Area grants program and the Research Corporation (a private foundation) that might help her. Her biggest problem was the Introductory General Biology course that she has to teach 2-3 times a year to both majors and non-majors. I suggested some curriculum changes concerning this course—she is going to work on it at the GLCA Course Design Workshop at Albion.

—We seemed to have no trouble communicating. I think I can understand how he feels about a few areas, and I think he feels I can help.

—Excellent discussion of subjects related to what we teach. Good rapport. Ability to be open and frank.

—Everything was positive and we had a delightful 5 hours together. I think seeing our new building. and hearing one of our majors perform were side benefits for , and I think talking over our teaching schedules, comparing our approaches to certain teaching problems, discussing the balance of personal scholarship and/or performance with teaching duties took up most of our time, and the discussions were mutually beneficial

—I think I was able to help her get her priorities straight, to come to a decision about what is and is not important as well as possible. In all, I think she benefited from being able to talk with someone who is sympathetic and a little further down the road that she is.

—We had a good exchange of ideas for both content and approach. I think we both felt it was useful.

—To be perfectly truthful, I think Dr. ____ has it together. She has never taught before, nor has she been at a liberal arts school as a student. So she needed to talk to someone to see if the mix of teaching and research can really be "pulled off." I think I convinced her that she was having an excellent start. Her courses (especially her spring term course) are over subscribed, so the students think she is a good teacher. Also, Oberlin has provided her with a well- equipped lab. She has designed a very nice research project which can be fruitful in the next 2-3 years before her contract review time. She also has attracted an excellent research student to her lab—so as far as research is concerned she has a good start. The only potential problem that I can see, is that she has not made many personal contacts with faculty in ____ and ____ at Oberlin, and she has made no contacts with faculty outside of the Oberlin sciences. Thus, she probably has a very limited view of the political climate as it applies toward junior faculty. I suggested that as times goes on she should try to reach outside of Hall (her building that houses and). Generally I saw lots of positive attitutes in Dr. ____ and nothing much to worry about.

—____ did most of the talking. I learned about her situation at Denison—the positive aspects and her frustrations. I gave her some advice about how to deal with some of these frustrations; nothing she could not have thought of herself, but I think I reinforced her hunch about what to do.

—We seemed to have good rapport with each other in both talking and listening.

—She seemed particularly interested in some suggestions concerning documentation of her personal and professional growth.

—We seemed to have common interests and ranged widely over many topics of discussion.

—I think these young people need someone to talk with, not because of any immediate problems (they're both quite happy in their positions) but about directions for the future. I felt somewhat like I do when talking with my advisors here, and maybe that's appropriate.

—1. New relationship with peer. 2. New outlook towards own situation. 3. New perspective toward mathematical research.

—I found it instructive and I believe ___ found it helpful to compare and contrast our two universities and our relationships to them. It was a pleasure for me to find   so successful and satisfied with his situation at Wabash. In general, the positive aspect of our meeting was the realization that he found college teaching to be as rewarding a career as I have found it to be.

—We got to know each other and got a feel for our respective situations. I think ____ was also exposed to other anthropologist situations in very useful ways.

—____ and I seem to be in the process of developing a warm personal relationship. We discussed Denison politics, the stresses of ___'s job, her need for more power and recognition in order to do an effective job as ________, the problems of combining a commanding career with family responsibilities, and the future direction of ____'s career as a ______. In the course of this discussion, we also discussed aspects of my career, past, present and future.

—___ was confronting a problem at DePauw quite similar to one which we have had—and continue to have—at Kalamazoo. I was able to share with him how we have/have not dealt with it here and to talk about a promising course of action for him and his colleagues to take.

—We talked about his teaching load/his course offerings/what topics he includes in his course. We also talked about his research program—in these discussions I was able to give him some leads concerning funding agencies for his research. ____ seems to be a very competent young ____ who has been very busy this year learning how to teach at a small school. He does not seem to feel oppressed by the OWU system though he has been so busy with his departmental teaching and research, that he knows very little about the school other than his department. In our discussions concerning his teaching I did nothing but confirm his methods in curriculum, because he seems to be doing the right thing. In fact other than reconfirming that he is doing all right so far all I did was give him some hints of where to search for grant money.

3. Were there any problems with your meeting? If so, please describe them.

—We concluded that the conditions at ____ and at ____ are quite different. We have much support here and many resources. Our program is fairly sophisticated in-as-much as it does not deal so much with raising consciousness of peace and related issues as preparing students who will themselves be change agents. We thought he might do better to confer with someone on a campus more like his own, where there are difficulties similar to the ones he encounters.

—The only problem I would mention is that the problems she described had little to do with the actual teaching of the subject. My feeling was that she simply needed someone to listen to her as she unloaded about all the problems she was facing professionally, and with her department members especially. I found that I had no idea as to what I was supposed to do—except listen, which I think was helpful to her.
—I think ___ needed someone to listen—I'm not sure that I can be of much help beyond that.
—No real problems. I gathered from ____ that her first year of teaching had been rather difficult. But she seemed to have gained confidence, thanks in part to a GLCA teaching workshop, and she didn't appear to want to discuss teaching per se.
—None, what-so-ever. I plan to visit ____ at DePauw in mid-September.
—If he doesn't get tenure at _____ College he is seriously considering a career change out of teaching. I was very pained to be totally unable to give him any advice or share any wisdom with him about this.
—The initial letters and telephone calls helped reduce the early uneasiness during the first meeting.
—The only problem that I was aware of was the fact that we were prevented from a face-to-face discussion.
—The only problem was a long traffic detour on Route 661 which made it a bit harder than usual to travel from Gambier to Granville and back.
—I had anticipated time alone with him but another guest came two hours early. As a result we had little time to explore his specific reasons for entering the program.
—The only problem with our meeting was the geographical distance between Wabash and Denison. Being several hundred miles away precludes our meeting together easily and makes it virtually impossible for us to observe and critique each others teaching.
—I guess I would have liked a little more structure to the meeting. But that was my fault, and I think if I do it again I'll try to provide that structure-not much, but enough.
—Not really. We both would have liked to have had more time.

11 indicated no problem.

4. Would you like to continue to participate in the mentoring program with this partner?

—I would be more than happy to, though I really doubt it will be necessary.
—Yes, I'd be glad to. She has enough to go on into the summer; but we did agree that she will call me again sometime in July to report on her progress.
—Yes, I agreed to collect certain information and to call her in April.
—Yes, I would. I think ___ will continue to have some problems with which I can possibly be of assistance.
—I will be overseas until January of 1988. When I return I would be happy to facilitate further meetings. I don't think he should come just to see me, but rather to see a number of people and to see the whole program. However, I'm not sure we are what he needs, as mentioned above.

—I frankly see no reason to. She is extremely competent in her field, and was helpful to me in regard to teaching techniques.
—As noted, we may work together on a GLCA ____ Conference. I don't think we need to meet again in a "mentoring" context.
—*If* he develops a need and would like to talk further; I think we understood that any further initiative is his. The "chemistry" was OK but not magical.
—I would be willing to continue after my sabbatical year that starts in October 1987.
—I would like to continue to participate in the mentoring program with ____. We agreed to remain in contact, and I am sending him some information which will aid him in advising students about M.B.A. programs.
—Yes, BUT I WILL BE ON LEAVE ALL NEXT YEAR! I am not a good bet for any developing relationship. What would ___ think of this? Perhaps a third mentor?

There were 15 yes.

5. If you do intend to continue, is there any help GLCA office can give to you and your mentoring partner? If so what?

—Paying for both the dinner and transportation.
—If you want to pay for additional travel expenses, that would be nice.
—I think she would benefit from talking with ____ (____ Department at Kalamazoo) who is closer to her age and has recently been through the tenure process.
—Travel expenses are the only help that comes to my mind at this time.
—If only you could give me TIME.
—Yes, I'm sure we could use a long weekend of rest and recreation. What did you have in mind?
—When ____ gets an idea of what research area he would like to begin, contact with any GLCA faculty doing similar work would be useful.
—This may be beyond anyone's power, but I think the Dean at ____ ought to know the precise nature of her difficulties there. In her view, all ____ cares about is whether she teaches her classes, but I'm not sure that's where ____'s interest in her stops. Maybe it is. Impossible without risking confidentiality. If she is not comfortable relaying this, perhaps there is a reason.
—In the future ____ may have to avail herself of the GLCA Course Development Workshop at Albion. I would hope that the GLCA would give special attention to people like ____ who are rookies and are at ____.
—Continue to give financial assistance to the program.

—He left with the idea that we would send him some documents. However, he did not make any specific requests, and we did not send any. If someone has time to do some telephoning, you might ask if there is anything in particular he wants, and ask ____, the ____ secretary to, send it. Her number is ____.

—He must get GLCA money to come to Earlham next year when we are running our Super format in all of our foreign languages.

—I do not know of any help the GLCA office could provide me or ____. I thoroughly enjoyed meeting ____ and being of some help to him. However, his feelings about Wabash and success as a first-year faculty member were such that there was little advice he needed from me.

6. Please provide any other information which you think might be helpful to us and to the mentoring program.

—____ has been at the _____ Medical School for many years. Just lately decided that she wanted to try teaching. She has more experience writing research proposals than I do. But she needed to know the sources offered for the small colleges. ____ scientists. She has several good ideas for research—but will not make much progress unless she can "win" some ____ students to her lab and in order to do this she is going to have to equip the several parts of the science building.

—I—the "mentor"—find myself in the position of "mentee" (is that a word)? But the truth is that there's a mutuality here. We are probably both a little of each to one another.

—I might have been of more help if ____ had outlined for herself and me the needs that led to her seeking a mentor.

—Wider publicity for the program would be useful—in the sense of encouraging GLCA administrations to encourage participation by their faculty, for example.

—I wondered driving down to Denison today if this was going to be worth it to anyone. I got the sense from ____ that it was worth it—she needed someone to unburden on and someone to support her in a course of action she has decided to take. I think, however, that I will not volunteer for others or take on others should this relationship with ____ end. I am feeling very over-committed this semester on my own campus e.g. participating in three search committees, and have not played the mentor role for new faculty on my own campus as I might have.

—They might get together at the Women's Studies sessions .

—I don't know whether you pay for overnight stays. If you do not, it might be helpful for someone who comes so far. However, the main obstacle is time, not money. We could have put him up if he had had more time.

—I had zero lead time to prepare for a meeting with ___. I really should have had more time to contemplate this and perhaps to even look over some biographical information on ____. He should have had the same on me.

—I think this is a great idea, from this one encounter, and I would be glad to help out again. If I have any further thoughts about it, I'll let you know. I am concerned, however, that the respective Deans know what is going on. After all, if this one person is having difficulties, there is no reason to assume that she is unique.

—I think the idea is great. With this experience I think I can be much more helpful.

—The mentoring program is a very fine idea. despite the time that one must invest, it can be very satisfying. There were many times in the past when I could have used a mentor on my own, especially when I first came to Kenyon. Now I am interested in knowing whether ____ is finding this partnership helpful to her.

GLCA MENTORING PROGRAM REPORT SUMMARY
JUNIOR FACULTY

Please take a few moments to react to the meeting you had recently with your mentoring partner. Your comments will help us improve our program.

1. Please describe your meeting and the activities which took place.

—I met for a full day with _____ of the Communication Department at Hope College, Holland, Michigan. I am beginning a television program for OWU. ____ has directed a similar program at Hope for several years. He had helpful suggestions about television studio design, administration, funding and equipment. We exchanged helpful books, videotapes and class handouts. We discussed our syllabi and our departments curricula.

—Dr.____ drove to Wooster from Oberlin and we spent the afternoon in conversation on a variety of topics while touring the Physics Department and the campus.

—Our meeting took place over lunch at Julios Restaurant in Delaware, Ohio. Dr. ____ and I got along very well. We discussed our various schools, research grants and obtaining them, and other academic subjects.

—Met last spring in Holland.

—____ and I talked by phone on two occasions to introduce ourselves and to discuss what the mentoring relationship might entail. We agreed to have our first meeting at Earlham College, June 19, 1984. We had the entire day at our disposal. Most of the morning was spent in conversation. ____ had arranged two other introductions for me, one with a college administrator and the other with a teaching faculty member, to discuss the particular perspectives of these two consituencies about the library, the profession of librarianship, and the role of the library at a small, private, liberal arts college. In addition to these meetings, I met and talked with two other library professionals.

—On August 21, I met ____ at Wabash. We spent the morning discussing a variety of subjects including faculty committee duties, classroom experiences, future course development, sabbaticals and outside interests. I also toured the physics lab and computer facilities.

—I drove to the home of ____. He had arranged for two anthropologists in addition to himself to join us for dinner. We had wide ranging discussions concerning our backgrounds, experiences and perceptions.

—____ and I have met twice as well as have talked on the phone. ____ was in Richmond in the fall, and we met for a couple of hours one afternoon. We also met at the Women's Studies Conference. Our conversations have dealt primarily with how to deal with certain situations that I am confronting.

—____ came down to OWU on Tuesday, February 11. We visited from 2:00 p.m. until almost 8:00 p.m. We discussed a variety of topics, mostly having to do with teaching physics (in particular). We visited Perkins Observatory and had dinner together.

—I drove to Kalamazoo and met ____ and other faculty members in the Art Department. We toured the Art Department and facilities, then went to lunch in downtown Kalamazoo. We discussed teaching problems and assets, departmental and faculty politics, and trying to do art work and advance ones career. After lunch ____ took me to the Kalamazoo Art Center to see the museum, school and the Michigan Masterpieces Show. She also drove me around town to see many of her public sculptures.

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—My colleague, ____, and I drove to Earlham College on October 14th to meet with ____, our mentor. We attended a class he was giving, toured the library, had lunch with various Earlham faculty members, and then enjoyed a joint 2-hour meeting with ____. Each of us had an opportunity to raise the issues of librarianship and career development which were important to us. It was a helpful, stimulating visit which ____ and I discussed at length on our drive home. ____ visited us several weeks later and we had separate meetings with him which, though short, were a good sequel to the previous meeting.

—Lunch meeting ended up lasting about 3 hours as we discussed many topics of mutual interest. We touched on technical questions of research, problems of funding research, peer support, teaching load, quality of students, family life, and Michigan weather.

—Met with ____ at Kenyon; went to a play and talked.

—In the morning ____ took me on a tour of Wooster's music dept, and the new building they are erecting. Then I heard a jury recital, had a long lunch with ____ and also met two other members of the department briefly.

—Went to Kenyon—had lunch with ____, walked around the college, met some of her colleagues, sat and talked a lot, had supper, drove home.

—Telephone conversation on 4/7/87, about 45 minutes. We may get together over the summer.

—My senior partner was ____, from Denison University. ____ drove up to Oberlin and we had a pleasant and very valuable conversation regarding our respective adacemic experiences. I learned much about being a faculty member at a small liberal arts college; in general, ____'s insights into being a ______ biologist were most helpful. Our meeting occured on March 23. I imagine that by now ____ will have contacted you regarding his expense voucher.

—Thank you for putting me in touch with ____. We had a good telephone call. I am not sending a expense voucher since there were no expenses. We will keep in touch by sending each other papers and/or grant proposals for each other's critique and comments. ____ also let me know of individuals who would be helpful in my research.

—____ came to Denison. We went out to lunch together and talked. We shared histories, discussed problems, analyzed issues, etc.

—I drove from Albion to Kalamazoo where I met ____. He took me to the student union coffee shop where we discussed a wide range of issues relating to interdisciplinary work in small colleges, the GLCA colleges especially, and the possibilities that might be open for joint or "package" appointments for two people filling one position (my life-partner and I are interested in such an arrangement).

—Met with ____ and three other professors in the Peace and Global Studies Department at Earlham College. Attended a class on Conflict Resolution. Met with a of group about ten students to initiate a full-blown program of peace studies.

—____ from Denison visited me at Antioch. I showed him the facilities and equipment, and we discussed what I could do about them. We discussed course design briefly and went out to lunch.

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2. Please describe the positive aspects of the meeting.

—____'s suggestions about operating a television program on a low budget were most helpful. He suggested some ways to make the program at least partially self-supporting.

—I met with ____ from Denison, and we had dinner and discussed Soviet politics and foreign policy.

—It was pleasant and encouraging to meet someone with similar background and interests who has become successful in my chosen field. It was especially nice to share ideas with another astronomer, as these are few and far between here.

—We seemed to get along very well together. We have common goals and ambitions and common situations. Dr. ____ suggested various approaches to obtaining research grants—one of which I have followed up on.

—General discussion of types of expectations of younger faculty in GLCA schools; career development patterns also.

—I knew ____ by reputation long before meeting him, and expected him to be as aware, competent, and knowledgeable as he was. What was a pleasant surprise to me was his warmness, interest, and helpfulness. He talked to me frankly and openly, often giving me insight in how to shape my professional employment goals. Despite the fact that he is a busy man, he made me feel very welcome and devoted many hours to the meeting. Although he seemed somewhat unaware of what "mentoring" is (in the perspective of the GLCA program), he is generally interested in it and very capable at it.

—____ and I got along real well. I was able to help him in filling out an application to the Harlow Shapley program of the American Astronomical Society in which I had already participated. ____, with his years of experience, shared many good ideas for the electronics class that I will be teaching this fall.

—Making contact with a lively, interesting group of people. The discussion of career alternatives and teaching methods was particularly interesting.

—As you know EC is in transition. My department is also (six new members). I am also since I have new responsibilities. ____ did an excellent job of gaining my confidence. This has been helpful since many support systems left. She has asked questions to help me look at situations in a different way. She has brought up many key issues that I need in making professional decisions. She has also in a very tactful way let me know when I have overreacted or not been objective. In summary, I feel at ease talking with ____ about my professional goals, as well as professional issues that are part of my job. I have confidence in her confidentiality and her judgment.

—We quickly developed a good rapport. We discussed pedagogical and advising questions of interest to me. I feel that I found a source of information (in ____) for some ideas with regard to my astronomy program, which was an unexpected plus. The biggest plus was probably the confirmation of the fact that my judgment about circumstances in my department are reasonable, and I have no easy answers because there aren't any.

—____ gave me some helpful suggestions about my situation at Albion. We spoke a great deal about the politics of tenure and what one needs to do to get it. She felt most of my anxiety and frustrations were a natural reaction to beginning a teaching career in a small college, and that time will sort things out.

—Exposure to a different yet comparable academic community. Opportunity to see and hear about a different library administrated with a different management style from our own. Opportunity to speak candidly with a very experienced librarian about both librarianship and career development. Especially the last, I think, was an unusual and valuable opportunity. ____ was generous with his time and insights but I cannot imagine such a situation without the structure of the mentoring program.

—I think we both were happy to get the opportunity to meet with a colleague with similar ambitions, problems and opportunities. This kind of peer support is so important.

—It was useful to compare similar colleges and hear a colleague's viewpoint about the daily problems; they were not much different than those at Kenyon. ____ had good suggestions for getting to be better known in Ohio.

—____ seems like a great choice for me. She was very friendly, gave me some helpful suggestions, etc.; I think I'll enjoy working/talking with her.

—It was very helpful. Bill had very sound advice to give and gave me a chance to sort out my priorities by talking about concerns and plans for the future.

—It was very positive to talk about work issues with a knowledgeable outside party.

—Dr. ____ was an especially candid mentor, he gave straight opinions. I did not feel I had to "fence" with him to get straight answers to my questions. This made for a very comfortable and productive session, at least from my point of view.

—Begin to learn how one might begin to infuse an existing curriculum with peace and justice issues, rather than attempting to initiate a full-blown program of peace studies.

—It was extremely valuable to discuss facilities and equipment with someone who would not get defensive about it. He was also able to give me advice about General Biology, especially how to limit the number of topics covered.

—All the aspects were positive. I think we both enjoyed discussing the Soviet Union, and I enjoyed picking the mind of someone who knows a lot more about the Soviet Union than I do.

3. Were there any problems with your meeting? If so, please describe them.

—Only that we had moderate trouble finding an appropriate time for the meeting.

—Dr. ____ had appointments back at Denison in the afternoon. He did not stay long and was very rushed.

—Doing scholarly work (within a small college library) and getting work published was not addressed because ____ is more a performer than a scholar.

—One thing I felt uncomfortable about after our meeting was the feeling that I had revealed a lot of information about the problems (as I see them) about the faculty/administrative politics. Not that I don't trust ____'s confidentiality, but in some ways I feel I've betrayed some unspoken rule about revealing "problems at ____."

—No, I think our relationship will be mutually satisfying.

10 answered no.

4. Would you like to continue to participate in the mentoring program with this partner?

—I feel that my needs have been met by this program and this mentor, at least for the present.
—We have.
—If I were returning to ____, and if Dr. ____ were not moving to ____, the answer would be a clear, "Yes."
—Yes, I intend to communicate by phone, perhaps arrange another meeting.
—Yes, ____ will be coming to visit DePauw in the next few weeks.
—Most definitely.
—I'm not sure.
—Yes, though I do not feel an immediate further need for contact at the moment. I might later also like to meet with an active scholar, particularly one who might be willing to read and critique papers before I submit them for publication.
—I think so. I am trying to arrange a meeting for August.

12 mentors answered yes.

5. If you do intend to continue, is there any help the GLCA office can give to you and your mentoring partner? If so, what?

—Just to fund transportation for perhaps another visit a year. This meeting was wonderful. I appreciate the opportunity.
—None that I can think of.
—Not especially—thanks for getting it up.
—Not at present—we're fortunate to be so close—it's an easy commute.
—Not at this time.
—Nothing special at this time.
—Not that I can think of.
—Offset travel expenses for regular (monthly?) meetings.
—None that I can think of, unless you have some extra time to contribute (loan, give, whatever).
—The financial support is very helpful. I can't think of anything else.
—Directly, I can think of no assistance needed at this time, unless a fall visit could be funded. However, all librarians at GLCA schools face environments where teaching often devalues librarianship. This could be addressed by planning and carrying out a GLCA-wide meeting of all professional librarians (not just directors) similar to those meetings held by individual disciplines. Most schools and libraries are underfunded and unaccustomed to involving librarians in faculty development, so this groundbreaking-type meeting might need more GLCA funding than the disciiplinary meetings.
—I am not sure of any specific help, but I know that we will continue to see each other in the future.

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6. Please provide any other information which you think would be helpful to us and to the mentoring program.

—The match was good—different enough that our backgrounds complimented; similar enough that we face some of the same challenges.
—Identify one-year visiting people like myself early and get them teamed up with someone no later than September. This would have greatly increased the utility of the program for me and would have allowed me to put Albion in a wider context much sooner. Otherwise, it's a great program. Keep it going.
—I am very grateful for the opportunity.
—Kathy—Thanks much for setting this up with ____. It was a great experience and immensely helpful.
—This has the potential to be a very useful program, I think.
—Thank you so much. This is really going to help me adjust to a career in Albion.
—All I can say is that from my own experience the program is good and should be continued.
—I'm not sure how much this will be a "mentor-mentee" relationship as opposed to simply two professional colleagues. Either way, I feel it's very worthwhile.
—This is a good match—thanks!
—Again, thank you for enabling me to participate in the GLCA Mentoring Program. I think it's a great idea.
—I wish to express my appreciation to you of the GLCA Mentoring Program. I am certain that it is of as great a benefit to other new faculty members as it was to me.
—Thank you so much. This is really going to help me with my career.

Appendix 9

ALBION COLLEGE

July 9, 1987

Dr. Neil R. Wylie
Vice President
Great Lakes Colleges Association
2929 Plymouth Road, Suite 207
Ann Arbor, MI 48105-3206

Dear Neil:

I am responding to your letter of July 6th requesting a report on our use of FIPSE funds to undertake special activities for new faculty on our campus.

For me as Associate Provost and a member of the Faculty Development Committee, the greatest value of the grant has been that it required us to look at new faculty as a particular group with special needs and interests. It has been gratifying to know that we could respond to their needs in concrete ways, thanks to this grant.

A committee consisting of a first-year faculty member, a senior faculty member with experience in faculty development activities, a member of the Faculty Development Committee, and me met several times during 1985-86 to decide how we wanted to spend the money. Our first activities were to organize two meals especially for first-year faculty held at different times so that as many people as possible could attend. These served the function of allowing new faculty in different departments to get to know one another and to ask us on the committee questions that they perhaps would have been hesitant to ask in another, more public setting. They also helped us in setting priorities for using the remaining funds. I am expecting we will do something similar this fall.

Most of the money went to pay for a two-day visit of a teaching consultant from another GLCA college. He met with eight faculty individually and, judging from the evaluations, was able to respond in helpful and concrete ways to their particular needs. This experience with the teaching consultant was one of the factors that encouraged the Faculty Development Committee this past year to apply for outside funding to help establish a Center for Teaching and Research at Albion. One of the grant applications was successful, and we hope eventually to be able to provide continuing assistance for faculty who want help with their teaching.

The other area in which new faculty expressed interest at the meetings we had with them was in developing some kind of mentoring program. First, I invited tenured faculty to participate as the senior member in a mentoring relationship. Then I invited all untenured, full-time faculty to indicate an interest in having a mentor. The first year eight were interested; this past year five were. I met with them individually to discuss their concerns and talk about who might be appropriate for them. We used FIPSE money to cover the

ALBION, MICHIGAN 49224 · 517/629-5511

cost of a meal for the two people in a mentoring relationship as a way to acknowledge the value we placed on what they were doing. I expect to continue this program this next year, even though it has been difficult to collect evidence for how well it works. It seems, though, that having such a program enables new faculty who often have very little experience teaching to ask questions they might otherwise be afraid to ask, whether it's on developing syllabi, writing tests, knowing how to interpret course evaluations, or how to set up an individual research program. For new faculty who may be more experienced as teachers, it has been a way to help them interpret life as an Albion College faculty member. All of the above could happen without a mentoring program, but I think would be less likely to happen. There are also benefits for the rest of us in the program. Tenured faculty serving as mentors have the opportunity to develop a close relationship with a new faculty member and to have a stake in that person's success here. As the person talking with these new faculty, I have learned much more than I would have otherwise about their fears, concerns and interests.

In summary, having this money enabled us to develop some programs which we are much less likely to have worked on had we not had the impetus of outside funding.

Cordially yours,

Catherine

Catherine Lamb
Associate Provost and
Associate Professor of English

/ld

cc: Daniel P. Poteet II, Provost

Office of the Dean
P.O. Box B
Granville, Ohio 43023
(614) 587-6469

Denison University

Founded 1831

July 14, 1987

Neil R. Wylie
Vice President, GLCA
2929 Plymouth Rd., Suite 207
Ann Arbor, MI 48105-3206

Dear Neil:

Forgive me for being so slow in responding to your letter of July 6, but, since neither Barbara Hill nor I were "on the job" at the time, I needed to track down someone who had been involved.

I have passed your request along to Carolyn Mahoney (Department of Mathematical Sciences) who was in charge of the retreat. She has agreed to provide an assessment for you.

Have a good summer.

Yours truly,

Amy

Amy G. Gordon
Dean of the College

AGG:mam

Department of Mathematical Sciences

Denison University

Founded 1831

August 6, 1987

Granville, Ohio 43023
(614) 587-6259

Neil R. Wylie, Vice President
Great Lakes Colleges Association
2929 Plymouth Road, Suite 207
Ann Arbor, Michigan 48105-3206

Dear Neil:

Dean Amy Gordon has asked me to respond to your letter of July 6, 1987 asking for a short report on Denison's use of the $750.00 from the FIPSE project.

Bill Nichols, Don Schilling and I attended the GLCA New Faculty Conference in Ann Arbor during March of 1985. In follow-up discussions we thought Denison could benefit from the formation of a Junior Faculty Caucus as described by conference guest speaker Cynthia Orbovich of Macalester College. To this end, we invited Cynthia to facilitate at a Junior Faculty Retreat held (through your sponsorship) on March 1st. The all-day meeting was well-attended, included substantive discussions and led to the formation of a Junior Faculty Caucus during that 1986 spring. That Caucus has met irregularly since then on the Denison campus to discuss relevant issues, to provide mutual support, to draft letters to the President and Provost, to meet with the Advisory(tenure) Committee and to try other methods which could facilitate communication on the Denison campus.

Should you find other campuses that want to establish a Caucus, we would be happy to share with you (them) our organizational successes and failures. Please feel free to contact me should you need further information.

Thanks for your support.

Sincerely,

Carolyn R. Mahoney

Carolyn R. Mahoney
Asst. Prof. of Math.

DEPAUW

GLCA REPORT
ON
DEPAUW UNIVERSITY'S
NEW FACULTY PROGRAM

BY

ANTHONY V. CATANESE

FACULTY DEVELOPMENT COORDINATOR

APRIL 16, 1986

DePauw University
Greencastle, Indiana 46135-0037

WORKSHOP RECRUITMENT

In late August the Faculty Development Coordinator invited (See attachment I) all twelve new DePauw faculty to a six hour workshop on teaching and learning at an undergraduate liberal arts college. A "new" faculty was defined as a full-time faculty member who had at least a one year contract. In addition, an invitation (See attachment II) to 38 "old" new faculty was extended on a first-come-first-served basis. An "old" new faculty was defined as a tenure track person who arrived at DePauw after 1980. Of the 17 faculty on the workshop participant list (See attachment III), 12 were new faculty and five were "old" new faculty. Of the 17, one "old" new and one new faculty did not attend the workshops.

On September 3 a reminder of the first workshop and three readings (See attachment IV) were sent to the 17 listed participants. At the September 10 workshop two other readings were assigned (See attachment V).

WORKSHOP EVALUATIONS

A general, open-ended evaluation was mailed to all participants five days after the September 30 workshop (See attachment VI). All comments were transcribed and are included as attachment VII.

POST WORKSHOP ACTIVITIES

As a follow-up to the workshop four activities occurred for new faculty (not "old" new faculty).

1. Approximately one month after the last workshop 10 faculty attended a luncheon to discuss the status and progress of their classes (See attachment VIII).

2. In early November five faculty discussed finding time for scholarship (See attachment IX).

3. During the new faculty's first interim term 11 new faculty discussed their first and interim term semester at DePauw. Since the luncheon arrangements were made by telephone there are no written records and therefore no attachments.

4. The last activity (See attachment X) was at the end of the second semester. Its purpose was to thank the new faculty for service to DePauw. To underscore its purpose an especially delicious dinner was cooked, a present was given (Gullette's The Art and Craft of Teaching with a DePauw bookplate), and DePauw's new President (Robert Bottoms) gave a thank you dinner address to its 10 attendees.

Throughout the year-long program there was an attempt to help new faculty adjust to an undergraduate, residential, liberal arts college so they could be productive their first year at DePauw. The means of accomplishing this were

1. an initial exposure to the literature on student learning (the six hour workshop),
2. informal networking with their cohorts as well as other recent new faculty (the three, off-campus, post-workshop social hours),
3. formal mentoring and networking with DePauw's Faculty Development Coordinator as well as with each other (the first three post-workshop activities), and
4. a formal show of appreciation by the institution for their contribution to teaching and learning at DePauw (the April dinner).

As a result of this, our first year-long, new faculty orientation program, we will repeat it next year. GLCA's $750 venture capital was instrumental in this program and without the money and the idea we might not have had a yearlong new faculty program. Thank you.

DEPAUW

July 13, 1987

Neil R. Wylie
Vice President
Great Lakes Colleges Association
2929 Plymouth Road, Suite 207
Ann Arbor, Michigan 48105-3206

Dear Neil:

Thanks for your letter of July 6. Because of our Summer Academic Programs, Options '87, I am just now dealing with the mail which arrived last week!

We did indeed find the efforts instigated through the FIPSE support funds helpful in a couple of areas. There's no doubt the Faculty Development Handbook has made a wonderful contribution to providing the necessary information about the Faculty Development Program. Gathering the procedures "under one roof" has been critical in not only informing faculty members about various opportunities but in explaining why programs operate the way they do, with restrictions and restraints.

This fall, we will repeat the new faculty workshop which Tony and I did in 1985. Kit Price will be heading that effort. In a real sense, then, DePauw has "taken over" an initiative begun with the seed monies you provide us through the FIPSE grant. Our plans will be much as before: sessions in the fall, focusing on some of the primary issues in teaching "technologies." I am hopeful that we can do a more thorough and systematic job with a second phase in the spring, including micro-teaching opportunities.

Our Faculty Development Handbook is again undergoing revision and will appear in its latest form in September. We, of course, anticipate its continuation for many years to come.

I hope you'll find these comments helpful.

Best wishes.

Sincerely,

John White
Associate Dean

JW/csw

DePauw University
Greencastle, Indiana 46135-0037
(317) 658-4800

Earlham
COLLEGE

July 28, 1987

Neil Wylie
Great Lakes Colleges Office
2929 Plymouth Road, Suite 207
Ann Arbor, MI 48105

Dear Neil,

This is to respond to your questions concerning the impact of the FIPSE project for new faculty. Earlham's $750 was used, together with funds we provided internally, to fund a two-day faculty retreat on teaching and learning with computers; a three-day IBM course taught by Jerry Woolpy for faculty and staff; a PASCAL class taught by Peter Suber for faculty, some of whom took one and others two weeks of this instruction; the costs were for stipends for the faculty learners involved during the summer workshops, and for stipends for the instructors.

These initiatives have been an important part of Earlham's overall response to a need to educate ourselves about computer assisted instruction, and our personal use of PCs. Ray Ontko of the Earlham Computing Center can provide more detailed information, since he coordinated the overall effort. I personally have heard nothing but appreciative comments about the impact of those workshops and seminars.

Best wishes,

Len

Len Clark

LC:lm

Provost and Academic Dean Richmond, Indiana 47374 (317) 983-1318

HOPE COLLEGE

OFFICE OF THE PROVOST

July 24, 1987

Dr. Neil R. Wylie
Vice President
Great Lakes Colleges Association
2929 Plymouth Rd., Suite 207
Ann Arbor, MI 48105-3206

Dear Neil:

I write in haste this brief report on our 1985 GLCA-FIPSE grant of $750.00. The reason for the haste is that I leave this afternoon for England, and thence, Africa for 18 days. I hope that this brief report will be useful in your report to FIPSE.

The purpose of the GLCA-FIPSE grant to Hope College is stated in my letter of August 27, 1985, paragraphs three and four. Both goals were fully realized and with excellent results.

A dinner for new faculty was held each semester. The first was on November 14, 1985 and the second on March 13, 1986. The dinners were planned by a committee comprised of Dean Irwin Brink, Chair, Professor William Reynolds (English, a veteran), and three new faculty members (two Assistant Professors and one Associate Professor).

The first dinner focused on a major document written by President Gordon J. Van Wylen, entitled "What We Owe Our Institutional Heirs." Copies of the paper had been distributed earlier to all participants. President Van Wylen gave a brief overview of his paper, after which three new faculty members gave responses. Respondents were Janet Meyer Everts, Assistant Professor of Religion, Paul Sadek, Assistant Professor of Chemistry, and Ronald Wolthuis, Associate Professor of Education. Following their responses, there was a very good exchange amongst the other faculty members in attendance.

At the second dinner, Professor Merold Westphal (Philosophy) delivered a paper entitled "Academic Excellence: Cliche or Humanizing Vision?" Responses to his paper were given by Associate Professor Cynthia E. Kielinen (Nursing), Associate Professor Robin Klay (Economics), and Professor James D. van Putten (Physics). All had seen an advance copy of Merold's paper to enable them to prepare their remarks. The paper was also circulated in advance to all participants. (I might add, by the way, that these four papers subsequently were printed up, distributed to all faculty in the summer of 1986, and were used for discussion groups by all faculty as part of our Pre-College Conference in August, 1986.) The discussion following these papers was especially intense, demonstrating that the new faculty were indeed integrated into the college community and conversant with some of the key issues confronting us in liberal arts education.

HOLLAND, MICHIGAN 49423-3698 616-392-5111

Dr. Neil R. Wylie
Page two

The second goal of the grant was to include new faculty in luncheon discussions on the mission of Hope College. Each month I scheduled a different member of the faculty to give a presentation at one of our weekly faculty luncheons. The attendance of new faculty at these luncheons was free, with funding from either the grant or my matching funds. Attendance was very high at these luncheons and discussion was vigorous. A number of new faculty participated actively in these discussions, along side of veteran faculty.

The response to these dinners and luncheons was extremely positive. One of the new faculty members told me that she found these occasions very valuable. She found the balance between the dinners and the luncheon discussions to be excellent, providing her with a broad view of the college and its mission. A veteran faculty member told me that she wished that she had had an opportunity for that kind of introduction to Hope College when she first joined our faculty. Another veteran faculty member, a member of the Planning Committee, wrote that he thought that both of the dinners went very well. He stated, "I believe that one of the strong points of the format was that it allowed, even encouraged, people to participate in the discussions. I think that circulating Merold's paper in advance was a fine idea--his ideas were valuable, so it was useful to be able to consider them, look them over again, underline, circle, etc. It was also a good idea to have people designated to respond." He added "the topics were also well-chosen. I think that all too often we don't really come to terms with the big questions...unless a particular forum is provided."

This "brief" report has grown rather lengthy, but it was hard not to go into some detail to give you the flavor of our series. My personal view reinforces the views expressed by the faculty members. I am confident that your and our money was extremely well spent and I believe that we've received tremendous value for the dollar. I extend to you our deep appreciation for the grant and for your and Jon's efforts on our behalf to obtain this funding.

Sincerely,

Jack

Jacob E. Nyenhuis
Provost

JEN:rj/II

OFFICE OF THE PROVOST
KENYON COLLEGE
GAMBIER, OHIO 43022

August 13, 1985

Mr. Neil Wylie
Vice-President
GLCA
220 Collingwood
Suite 240
Ann Arbor, Michigan 48103

Dear Neil:

In response to your letter of July 9th inviting requests for FIPSE money for projects related to new faculty, please accept a tardy request for $150 toward expenditures in excess of $200 during 1984-85. Several gatherings were held for new faculty: orientation sessions with the Provost, Academic Dean, and Dean of Students; meetings with senior faculty who have agreed to serve as mentors; social occasions for new and senior faculty members. Some additional expenses were entailed by the planning sessions held by the mentors.

In anticipation of activities related to new faculty in 1985-86 I hereby request $750 toward expenditures that will be in excess of $1,000. During the current summer new employees of the College (faculty and staff) who are moving to Knox County from a different area are assigned a "greeter." Three summer parties (June, July, August) have been organized for new-comers and persons staying in Gambier. Twelve faculty lunches for the exchange of teaching and research work-in-progress are being held during the summer (June and July). Plans for the academic year include continuation of orientation and mentoring activities for new faculty members. New projects being considered include: development of childcare resources on campus; photo-directory of faculty and staff; gatherings for professional and personal networking across disciplinary, employment status, and age boundaries.

As for the results of our expenditures in 1984-85, you can see from the level of activity this summer and the anticipated projects in 1985-86 that they have been positive, and somewhat different than expected. The mentoring efforts resulted in very few such relationships in any formal sense. On the other hand, those efforts led to a mixing of faculty and a climate conducive to the variety of activities listed above. The GLCA-FIPSE project for New Faculty Members has, at Kenyon, led to initiatives that bear on community life in general. Given the size and location of our campus and village, this is a most welcome outcome. If these initiatives take hold, the long-run benefits to our new faculty members will be profound.

Page 2
Mr. Neil Wylie
GLCA-FIPSE request
August 13, 1985

Thank you for your continuing encouragement of enterprises that enhance the environment for new faculty here and, specifically for the financial support requested above.

Sincerely,

Jerry A. Irish

JAI/bm

cc: Dean Straumanis
Mr. Bennett
Ms. Esslinger

OFFICE OF THE PROVOST
KENYON COLLEGE
GAMBIER, OHIO 43022

August 29, 1985

Mr. Neil Wylie
Vice-President
GLCA
220 Collingwood
Suite 240
Ann Arbor, MI 48103

Dear Neil:

If funds are available from the FIPSE grant administered by your office in support of junior faculty in the GLCA, Kenyon College would like to offer childcare support in the manner we discussed on the phone yesterday. Our Faculty Affairs Committee would review requests for childcare support, seeking in the process to establish criteria for the allocation of such funds in the future. We would report the results of our experiment to you at the end of the current academic year.

I hereby submit a supplemental request for $500 in FIPSE funding to be matched by $200 from Kenyon. The total, $700, would be given to the Faculty Affairs Committee for childcare support only. This mode of support for scholarly activity would be publicized widely among our faculty as it is a departure from previous practice. Such funding would be distributed on the basis of the routine peer review of faculty development proposals.

Thank you for your interest in this idea. I understand that other legitimate claims on your FIPSE funds may have come in since we discussed this supplemental request.

Sincerely,

Jerry A. Irish

JAI/bm

cc: Dean Straumanis
    Mr. Bennett
    Ms. Esslinger

Kenyon College

Office of the Pr[illegible]
Ransom Hall
Gambier, Ohio [illegible]

Tel 614 427-2244
Ext 2114

June 30, 1986

Mr. Neil Wylie
Vice President
GLCA
220 Collingwood
Suite 240
Ann Arbor, MI 48103

Dear Neil:

In August of 1985 Kenyon College received $1,400 from the GLCA FIPSE account to be matched by $467 from Kenyon, the total to be used in support of activities and projects of benefit to new faculty members. You and I were particularly interested in assessing the effectiveness of child care support that could give faculty members greater flexibility in conducing their research. The funds in question were spent as follows:

Claudia Esslinger	$ 160
Patricia Urban/ Edward Schortman	265
Mary Dean-Otting	400
James Keeler	320
William Scott	320
	$1,465
Balance to be used in 1986-87	$ 402

In administering funds available for child care support the Faculty Affairs Committee avoided assessments of parental responsibility. If a request seemed reasonable and it was associated with an approved research project, the support was granted. Had there been requests that appeared to be excessive the Committee would have established a maximum hourly rate and a maximum grant per project. Such maximums will have to be established in any case when requests for support exceed funds available. That was not the case this year, though the funds were widely advertised. If you would like further information regarding the general practice of child care support, Dorothy Jegla, Assistant Professor of Biology, is a member of the Faculty Affairs Committee who is particularly sensitive to the issues involved.

Thank you and the "folks at FIPSE" for your support of activities and projects that enhance the environment for new faculty members at Kenyon College.

Sincerely,

Jerry

Jerry A. Irish

JAI/bm

cc: Mr. Brehm
Mr. Bennett
Mr. Browning
Ms. Jegla

Kenyon College

[illegible]

July 17, 1987

Mr. Neil Wylie
Vice President
GLCA
2929 Plymouth Road
Suite 207
Ann Arbor, MI 48105

Dear Neil:

When Jerry Irish wrote to you a year ago about the FIPSE account, he reported that the balance was $402. In fact, there were outstanding child care claims against most of that money and the rest has been awarded this year for child care purposes to Mary Dean-Otting and James Keeler. A small amount was also used for meetings on mentoring.

To your inquiry about whether the idea has survived I would offer a clear **"yes."** Kenyon now regularly treats child care components in faculty development applications as legitimate. We do not distinguish between men and women, though requests for child care are likelier to come from women. Thus far, the amounts requested have been small. And the Faculty Affairs Committee which administers faculty development moneys scrutinizes these requests closely. But the major point of my reply is that faculty members are gradually coming to assume that it is legitimate to ask for and to award child care moneys.

Sincerely yours,

Reed S. Browning
Provost

RSB/bm

Dr. Neil Wiley, Vice-President
Great Lakes Colleges Assn.
2929 Plymouth Road, Suite 207
Ann Arbor, MI. 48105

8 July 1987

Dear Neil:

Paul would have asked me to respond to your recent letter anyway. So it does not matter that he is in Europe. I appreciate your recognition that this chore need not be long or fancy; "research," you say, assessed impressionistically.

Wabash used the GLCA-FIPSE funds for new faculty in three ways. First, they helped support our annual late-August workshop for new and old faculty alike. In 1985 some 30 or so (half the faculty) came to a workshop on preparing for the First Day of the new semester, and last year about the same number attended a workshop on writing across the curriculum. Both get faculty members thinking about and sharing ideas about very practical and immediate issues of classroom teaching. My preference, because it is of more immediate and specific use for new faculty, is the First Day workshop. We have done it several times now since 1977, with usually a 2-3 year hiatus for other topics. But whatever the particular focus, the primary value of using funds for a pre-semester workshop in a retreat environment is to socialize new faculty into the teaching-is-important ethos of Wabash College and to get reacquainted with colleagues old and new after the summer.

The second use of the funds was to support (again, an annual tradition) an early-November dinner-discussion that the Teaching and Learning Committee hosts for all new faculty. The question for the event is essentially, "how's it going so far? what's going well and what problems are you having?" New faculty find this helpful every year, and they are able to talk about teaching and surviving at Wabash, and to ask questions of "old hands" in ways that were not possible at the beginning of the term. I believe in this event as very helpful for new faculty in specific ways, mainly because they have an opportunity to express themselves in a supportive atmosphere away from their department.

Since I have had an opportunity to participate in Tony Catanese's 3-part September series of Friday afternoon workshops at DePauw, I should say that though different from our pattern in including almost exclusively new faculty (within last 3-4 years) and in doing it at the start of the semester, the response seemed to be very positive. It was a well-designed program. An ideal new faculty program, I think, would be one which combined the best features of both programs: a well-planned series of participatory programs, with carefully-chosen appropriate topics (Atlas Complex, lecture and discussion techniques, student writing and other assignments, grading, student learning styles, and mentoring), with participants mixed with a few others than just newish faculty, held a little later in the first semester so that the literal first year faculty would have some experience in their new environment.

The third use of the FIPSE funds (I am guessing here) was to support mini-grant requests by new faculty for travel to professional conferences to give papers (or attend sessions) in their field. Wabash is proud of its ability and eagerness to provide this kind of support even to one-year sabbatical replacement faculty. We are heartened by the enthusiastic and appreciative reports we receive from recipients, who are usually stunned (in comparison with their experience at other institutions) with the College's willingness to support as many as three trips for their professional development. My somewhat sad guess is that, the value of workshops aside, new faculty find these mini-grants the most helpful.

I hope these brief remarks are helpful to you, Neil, in preparing your report to FIPSE.

Yours sincerely,

Peter

Peter J. Frederick
Professor of History and Chair, Div. of Soc. Sci.

Wabash College

THE COLLEGE OF WOOSTER
Wooster, Ohio 44691

July 14, 1987

Mr. Neil R. Wylie
Vice President
Great Lakes Colleges Association
2929 Plymouth Road, Suite 207
Ann Arbor, MI 48105-3206

Dear Neil:

I am pleased to describe the special projects made possible by the support Wooster received from the GLCA/FIPSE grant.

Support ($1,500 over two years) was used to initiate a series of interdisciplinary luncheon discussions. The Dean of Faculty organized the discussions which brought together small groups (thirty to forty each) of members of the faculty to address topics of current research interest. The faculty who were invited to present their work, as well as those who attended, reflected a deliberate balance of new younger faculty with established tenured members.

Fall Semester 1985

September 25	"Archaeological Evidence and Ancient Climates," Frank Koucky, Department of Geology (tenured full professor)
October 30	"The Question of African Philosophy," Richard Bell, Department of Philosophy (tenured full professor)
November 20	"Development in Papua New Guinea: Cui Bono," Patricia Johnson, Interdisciplinary and Women's Studies (untenured new faculty member)

Spring Semester 1986

January 22	"Lustmord: Violence Against Women in 20th Century German Art," Beth I. Lewis, Adjunct Professor of Art
February 19	"The More Things Change, the More They Remain the Same: Stability in Natural Systems," Alan D. Copsey, Visiting Assistant Professor of Biology (untenured new faculty member)
March 26	"The Computer Creationists," Christopher P. Toumey, Instructor in Interdisciplinary Studies and Sociology (untenured new faculty member)
April 16	"The Impact of Federal Tax Reform on State and Local Government," Barbara S. Burnell, Associate Professor of Economics (tenured senior faculty member)

Office of the Vice President

Tel. 216 263-2000

Fall Semester 1986

September 17	"Consensus or Community: Women Writers and the Locus of Narrative Authority," Joanne Frye, Associate Professor of English and Women's Studies (tenured senior faculty member)
October 22	"How I Came to Love Enzymes," Charles Borders, Professor of Chemistry (tenured senior faculty member)
November 12	"A New Paragon," Marilyn Waligore, Assistant Professor of Art (untenured new faculty member)
December 3	"Race and Class in America: A Re-Evaluation of William Julius Wilson," Eric Moskowitz, Assistant Professor of Political Science (untenured new faculty member)

Spring Semester 1987

January 21	"Understanding Terrorism," John M. Gates, Professor of History (tenured senior faculty member)
February 25	"Black Women in Violent Relationships: A Further Exploration of Cultural Differences," Jo-Ellen Asbury, Assistant Professor of Psychology (untenured faculty member)
March 25	"What's Between Your Mixed Drink and Your Salad Dressing," Donald Jacobs, Associate Professor of Physics (tenured senior faculty member)
April 15	"German Drama at the Danish Court during the 17th Century," Mara Wade, Visiting Assistant Professor of German (untenured faculty member)

We have been very pleased with the results. The shared attention to current intellectual issues and the deliberate inclusion of participants who are early in their professional careers encouraged an atmosphere of community to which both tenured and untenured faculty are contributing.

I want to add my appreciation for the support from FIPSE which helped us make available the luncheons without charge to interested faculty. We are continuing the project at Wooster, absorbing costs with College funds.

Regards,

Donald W. Harward
Vice President
for Academic Affairs

DWH:lsf

Appendix 10

GLCA

GREAT LAKES COLLEGES ASSOCIATION 220 COLLINGWOOD, SUITE 240, ANN ARBOR, MICHIGAN 48103 (313) 761-4833

July 9, 1985

Memorandum to: GLCA Faculty Members and Administrators Who Have Participated or Expressed Interest in our Project for New Faculty Members

From: Neil Wylie, GLCA Vice President
Katherine Loring, GLCA Program Officer

It's hard to believe, but our FIPSE-sponsored project on behalf of untenured faculty members at GLCA colleges is nearing the end of the second program year. We have one year of federal funding left, and want to be sure that we use the funds in such a way that the maximum benefit to new faculty members at our institutions is achieved.

Enclosed is a copy of our third-year proposal. Remembering that it was written in January, we invite each of you to review it at this time for appropriateness, and to send me your suggestions for activities not already proposed. FIPSE is more flexible than any other federal program we know of, and will permit mid-course corrections to a program as long as the overall program objectives are met. The die will soon be cast however, as we must begin to make final commitments for 1985-86 program activities by early September.

If you have suggestions or comments you wish to make which would help us ensure that our activities next year will be successful and have a lasting impact on our campuses, we invite you to do that at this time. Simply send your suggestions to us at the GLCA office. In late August a planning and evaluation group will be convened to review all of the suggestions received in addition to conference evaluations, etc., and make final recommendations to the GLCA staff for the final program year. Please also indicate if you would like to be a part of this evaluation and planning group.

Thank you very much for your time and thoughtful effort on behalf of untenured faculty members at GLCA colleges.

NRW/vbu
7/9/85

Enclosure

ALBION • ANTIOCH • DENISON • DEPAUW • EARLHAM • HOPE • KALAMAZOO • KENYON • OBERLIN • OHIO WESLEYAN • WABASH • WOOSTER

REPORT ON FIPSE PROJECT ON JUNIOR FACULTY CONCERNS

On October 19, 1985, the Advisory Committee for the FIPSE project met in Ann Arbor; present were Ralph Davis (Albion); Bob Friedman and Andrzej Bloch (Antioch); Todd Feil and Joan Novak (Denison); Tony Catanese (DePauw); Ion Agheana (Hope); Paul Dahlquist (Ohio Wesleyan); Paul McKinney (Wabash); Kathy Loring and Neil Wylie (GLCA). Discussion focussed on evaluating the first conference and on plans for the next one.

Among the points about the next conference that were generally agreed on by the committee are:

1. The meeting should be responsive to its audience by:

   -differentiating between the concerns of tenure-track and non-tenure-track junior faculty (and including both);

   -recognizing that junior faculty will have different individual concerns, and that the circumstances and procedures on each GLCA campus are somewhat different, and providing for this difference by offering some choice in which sessions to attend;

   -focussing, more clearly than did the previous conference, on the issues of immediate concern to junior faculty; and

   -asking participants in advance which issues they see as most important, and planning the conference around those issues.

2. An important point is to help junior faculty achieve a sense of greater control over their lives. Closely tied to that, in the minds of many committee members, was the junior faculty members' sense of self-esteem. Sessions that might help them with those issues include ones on career options outside of the academy, on time/stress management, and on using evaluations to improve teaching.

3. It is important that the meeting produce something to take back to the campuses, as a vehicle for discussion there and as a catalyst for useful change. Two suggestions were:

   -a list (compiled by junior faculty at the conference) of their professional needs and of how filling those needs could help the institution to become a better place--this might take the form of some "rules of etiquette" for the evaluation process,and might be something discussed and adopted by the entire GLCA;

   -a protocol (compiled by junior faculty at the conference) of how an "ideal" tenure process would work.

-Over-

4. CAOs might encourage chairs of departments with new faculty to attend such a conference; they might also encourage senior faculty with experience in serving on promotion and tenure committees (and thus with an understanding of how those processes actually work).

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Another activity we are planning, arising from the new faculty conference last spring, is a conference for department chairs. Based on your replies to our questionnaire, the issues you feel are most important for chairs to discuss are: facilitating scholarly work and publication, recruiting faculty, orientation/mentoring of new faculty, promoting effective teaching, and evaluating teaching. There was also some interest in promoting departmental collegiality, evaluating scholarship and publications, and recommendations for salary increases, promotion, and tenure. (It is worth noting that no CAO checked "advocating departmental positions"--an eloquent silence, broken only by one of your number who, in not checking that item, wrote, "We have this in abundance!")

New items suggested in your responses were (a) the chair's role as negotiator between faculty and administration; (b) program (curriculum) evaluation, revision, and goal-setting; (c) promoting widened opportunities for women and minorities: how to, why to; (d) influencing college policy; (e) planning at the departmental level, and its articulation with budget building and dealing with limited resources.

The most popular time for such a meeting was fall; winter ran a close second and spring a distant third.

We welcome any additional suggestions you have for such a conference.

Prepared by:
Katherine Loring
Program Officer and
Women's Studies Coordinator

Appendix 11

By working together, small institutions can provide major opportunities for the faculty's professional development.

Enhancing Faculty Vitality Through Collaboration Among Colleagues

Neil R. Wylie, Jon W. Fuller

A wide range of innovative and invigorating activities is possible when professors from different institutions have the opportunity to collaborate. Cooperative arrangements enable colleges and universities to pool funds and facilities as well as faculty talent in order to foster the growth and vitality of their professors. The Great Lakes Colleges Association (GLCA) has been facilitating collaborative faculty activities for more than twenty years. This case study describes the range of faculty development initiatives GLCA has supported. It also reflects on the lessons the consortium has learned from its efforts to help professors at the member colleges stay up-to-date in their fields and remain engaged in their work as college teachers.

GLCA was founded in 1961 as a multi-purpose academic consortium. Twelve institutions comprise the consortium: Albion College, Antioch University, Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, and the College of Wooster. Although they are geographically separated, they share many common institutional characteristics and values. They are small (average enrollment about fifteen hundred), residential, independent, traditional liberal arts colleges, deeply

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concerned with their students' personal as well as intellectual development. Most of them are or once were church-related. They are venerable as well—most of them have recently celebrated, or are now planning, their sesquicentennials.

The need for faculty professional development opportunities at GLCA colleges can be understood by reviewing the characteristics of GLCA faculty members and the nature of their work. An overwhelming majority of GLCA faculty members earned their Ph.D.s from major graduate institutions in a traditional liberal arts discipline. Over 60 percent of the full-time GLCA faculty members are tenured. Despite their generally high level of professional qualifications, GLCA faculty members, like faculty members elsewhere, have limited mobility in today's academic marketplace.

Though this limited mobility is well known, what may be less generally understood is the work milieu in which faculty members at undergraduate liberal arts colleges operate. Although there is a stereotype of faculty members at small colleges who spend most of their time in reading and quiet reflection, occasionally lecturing brilliantly to groups of interested students, and regularly publishing thoughtful monographs and papers, the typical faculty member's experience is in reality quite different. A typical day might include teaching two classes (one introductory survey course and one for majors), tutoring a student doing an advanced undergraduate project, attending a faculty or committee meeting, counseling a student thinking about withdrawing from a course (one's own or some other), writing recommendation letters for a student applying to graduate schools, working for an hour on an article begun last summer, preparing for tomorrow's classes, and then choosing between attending a student performing arts production or a sporting event that the faculty member has been invited to by student participants.

Not all days are exactly like the one just described, but we do not believe that this description represents any significant distortion. A number of other predictable activities have been omitted, such as preparing and conducting a laboratory section or a rehearsal, reading and grading term papers, preparing examinations, registering students for courses, participating in a new-student orientation, and interviewing prospective students and their parents. A salient point emerges: The faculty members with whom we work are highly intelligent, qualified, and dedicated individuals. Their professional work environment demands of them a variety of skills for which they have received no training in graduate school (or probably anywhere else), and they have limited opportunities for participating in new professional activities or for pursuing new professional interests. Regional and national professional meetings in their disciplines do not meet all of the faculty's needs for professional training at these colleges. GLCA attempts to meet more of those needs.

Since most of the GLCA colleges enjoyed a century or more of institutional success without the benefit of consortium membership, it is perhaps surprising, but also characteristic of these institutions, that in relatively recent times they came together to form a consortium. Although no single issue or problem accounts for the founding of GLCA, it is significant that one of the earliest activities undertaken by the twelve member colleges, even before GLCA had been incorporated officially, was a conference on "Research in the Natural Sciences in Liberal Arts Colleges" (Elkin, 1982). The conference resulted in a number of recommendations for collaborative projects, including acquiring joint computer facilities, forming an affiliation with a national laboratory, exchanging science faculty and students, and collaborating with nearby universities. Not all of these suggestions were implemented. But this conference, by involving a group of GLCA faculty members directly in the process of making recommendations for the improvement of their own professional capabilities, set the example, both in style of approach and in the kind of problem to be addressed, for many of the GLCA faculty professional development activities undertaken over the years.

A general objective of GLCA is to undertake activities on behalf of its member colleges that could be better accomplished collectively than individually. One of the earliest areas of consortial success was the development of off-campus programs for GLCA students. These programs often developed following the initiative of an individual or small group of GLCA faculty members, and frequently faculty participation in the direction and management of the program was incorporated into its design. Each year, as many as nine GLCA faculty members receive a paid leave of absence to serve as director or resident faculty member for one of the GLCA off-campus programs.

A consortium is often able to assume certain kinds of programmatic risks. This has permitted GLCA to attempt programming for faculty in a number of nontraditional areas, including programmed instruction, women's studies, and most recently targeting untenured faculty as a specific professional development constituency. In addition to a willingness to try new initiatives in professional development and other areas, GLCA also has a good record of maintaining those programs that demonstrate their feasibility. To place our current professional development efforts in the larger GLCA context, our current roster of activities includes offering and promoting a dozen off-campus programs for students, exchange of management information among administrators, collective action on federal policy issues (including tax policy, financial aid, and funding for scholarly research and teaching), and a major effort in women's studies, in addition to our regular faculty professional development program.

GLCA Faculty Conferences and Workshops

After the first meeting of science faculty in 1961, a series of grants to GLCA enabled us to test a variety of approaches to faculty professional development (Elkin, 1982). The programmed instruction project just mentioned was supported in part by the U.S. Office of Education (from 1964 to 1967). This was GLCA's first attempt at promoting an innovation in instructional design, and it was only moderately successful. Another relatively early effort, supported by the Carnegie Foundation (from 1967 to 1969), attempted to provide the incentive for individual creativity and scholarship in the arts and humanities. Grants were awarded to individual faculty members to support their own artistic and scholarly work. Although a number of important projects were undertaken, it was difficult to measure significant general impact on the intellectual or esthetic life of the faculty or students at our colleges.

The initiative that did finally prove to have the greatest impact on the GLCA institutions was begun under the auspices of a grant from the Lilly Endowment (from 1975 to 1978). Appropriately, the Lilly grant proposal was written by a group of faculty members drawn together by the acting GLCA president, Laurence Barrett. As they assessed campus needs, help in improving classroom teaching was identified as the first priority.

The Lilly grant involved a mix of individual and group activities. There was funding for individual projects to promote the effectiveness of instruction and student learning. Participants were also asked to come together for summer workshops to share their new course ideas with other interested colleagues, and to explore the relationships between their personal lives and their professional lives as teachers. Shorter conferences and workshops during the academic year allowed interested colleagues to share their ideas about research and teaching. These, having proved their effectiveness, became the predominant mode of faculty professional development activities within the GLCA.

GLCA currently offers about ten faculty professional development workshops each year. They may be categorized into three different but overlapping types: conferences for people within a particular discipline, topical workshops focused on a special (often interdisciplinary) issue or problem, and workshops focused specifically on improving teaching.

In offering our conferences and workshops, we rely heavily on the expertise that already exists among GLCA faculty members. We often bring in an outsider as a "draw" for the conference or workshop, but rarely invite more than two. The most substantive and useful discussions are usually those initiated in sessions under the leadership of the GLCA faculty.

Scheduling Conferences and Workshops. Although there is no single formula guaranteed to produce a successful faculty professional development activity, certain common elements characterize our attempts in this area. Our conferences tend to be short, typically requiring only a single night's lodging away from home. We have found that the Friday–Saturday time block is acceptable to most faculty members, requiring that they miss only a single day of classes and keeping half the weekend available for personal use. Using campus locations for most of our meetings and housing participants in college inns or local motels keeps costs moderate. Selecting locations within the GLCA territory eliminates the need for air travel. Further details on the logistics of site selection, scheduling, and conference planning are available in an article by McPherson and Wylie (1983) describing a GLCA psychologists' conference.

Conference and Workshop Planning. More important than scheduling for ensuring that a workshop or conference is successful is the involvement of faculty members in the planning process. Our program is largely demand-based; that is, we provide conferences and workshops primarily addressing a specific faculty interest that has already been expressed. Although we continually seek to expand the constituencies of faculty served by our programs (sociologists and mathematicians may meet for the first time under GLCA auspices within the next year), we have found it very difficult to generate interest in a conference workshop topic that does not have the backing of at least a small core of GLCA faculty members. We use people from this core as a planning committee to generate a preliminary set of topics for the meeting, then circulate the list throughout the GLCA with a request for specific program proposals. This process ensures that our programs are never far from the current interests of our faculty. The typical division of effort between the GLCA office and the faculty core committee is to have the committee take the lead in program development and to have the office provide the logistical and administrative support.

Two GLCA faculty professional development activities that developed in this manner have now become self-sustaining. One is the annual GLCA Conference on Women's Studies. Offered in November each year since 1975, it has grown to the point where it attracts nearly two hundred participants annually—not only faculty members but also students and college administrators. More than twenty different topical sessions are offered, dealing with feminist scholarship, pedagogy, and views on society (Reed, 1982).

The other GLCA activity that is achieving permanent status is the annual Workshop on Course Design and Teaching, begun in 1977. This five-day workshop, which offers faculty members the opportunity to design or redesign courses and to examine and improve their teaching styles, is staffed primarily by a group of GLCA faculty members who have themselves gone through the course design and teaching process (Nowik, 1983). These faculty members have now taken the workshop "on the road," and have offered it at several locations in the East and Midwest.

College Support for Professional Development Efforts. The GLCA makes many efforts to achieve economy in the costs of its faculty professional development workshops. This is in part the quid pro quo for an agreement that we have with the GLCA chief academic officers to provide support for our activities. Aside from GLCA office involvement, funded by annual assessments to the member colleges, each faculty professional development activity is designed to be self-supporting. Direct conference costs, including food, lodging, and honorariums and travel for outside speakers, are assessed directly back to the college in proportion to the number of participating faculty members from their institution. The GLCA chief academic officers have been exemplary in their support of our faculty professional development efforts over the years, and see GLCA conferences and workshops as an important adjunct to programs on their individual campuses.

Campus-based faculty professional development programs typically take the form of grants for individual scholarship or course development, while GLCA activities typically involve groups of faculty members with common interests. Thus, GLCA's efforts at achieving collaboration among colleagues complement on-campus opportunities, expanding the total range of professional growth and development options available to GLCA faculty members.

Other GLCA Faculty Professional Development Options

Definition of Faculty Professional Development. What we have just described represents the core of GLCA's professional development program for faculty. However, this is only part of a much broader range of faculty opportunities. In the GLCA, we define a faculty professional development activity as any activity that provides an opportunity for a faculty member to apply existing professional competencies in a new area, to improve existing competencies, or to develop new ones. Competencies are in turn defined as those skills, knowledge, and abilities that enable a faculty member to perform effectively as a teacher, administrator, advisor, or scholar. By these definitions, a variety of other GLCA activities qualify under the general rubric of faculty professional development. Some of these will be described in the paragraphs that follow.

GLCA sponsors or co-sponsors a dozen off-campus study opportunities for students. Two of our domestic programs and four international ones require the presence of one or more of our faculty members serving for a semester or a year. Sometimes the faculty member is required to be "expert" in a particular area in order to be selected, but for our program in Japan and our European urban studies program, enthusiasm for developing a new area of scholarship may be weighted as heavily by the selection committee as the applicant's current level of expertise. Serving as a program's resident director requires the refinement and application of social and organizational skills to make the program effective. But most faculty members who lead our student off-campus programs also engage in some scholarly research, and this mix of scholarship and program leadership has typically had an important renewing effect on the participating faculty members. One recent director returned to campus to prepare a theoretical paper on the comparitive concept of the city in medieval Europe and the contemporary United States, while another returned with an interest in the relationship between early science fiction and early twentieth-century views of the Japanese people. These are both serious intellectual efforts that have been incorporated into the specific faculty member's teaching repertoire and scholarship.

Another annual GLCA activity is the New Writers Award for first published books in fiction and in poetry. Initiated and directed by a GLCA faculty member, the contest has grown until it now has more than one hundred entries submitted by publishers each year. A committee of GLCA faculty members reviews each of the works submitted. When the awards are announced, the winning authors are invited to tour the GLCA campuses, reading from their recently honored work. GLCA faculty members who take part in this program, either as the director or as reviewers, are provided an opportunity to apply their own critical and organizational skills in ways that would otherwise be only rarely available to them. They can also speak with more authority on the most recent trends in poetry and fiction.

Faculty members also have a professional development opportunity when they agree to deliver a paper at one of our conferences or read from their own works at our annual poetry festival. In addition, participation in planning and organizing our conference and workshop series provides an opportunity to exercise or develop skills in leadership and planning. Special professional status has become available for some of our faculty members who currently serve as staff members for our annual course design and teaching workshop and for those who served on the faculty of our former National Institute in Women's Studies.

GLCA regularly forms working groups to provide recommendations for GLCA policy in various areas, or to provide guidance for special projects. One such group is currently helping with the implementation of a GLCA planning grant from the Sloan Foundation, part of their program on technology and the new liberal arts. This group includes GLCA faculty members selected for their specific expertise. They will have a major role in influencing and implementing the project (the proposal for which, incidentally, was developed in consultation with another GLCA working group involving faculty members and administrators).

Prospects for the Future

Faculty professional development and renewal has become completely intertwined with the rest of GLCA's ongoing activities. This is deliberate, and reinforces our view of GLCA as an organization that takes very seriously the need of its constituent members. The direction our membership will take us in the future will depend on the needs of individual faculty members, the needs of our institutions, and changes in the higher education climate. We are only now beginning to understand some emerging themes for the near future and from the recent past. Three new areas of special concern for GLCA and its constituent colleges are now apparent.

The first area of concern is the situation of new faculty members coming into our institutions. Most of our faculty members are middle-aged, and a gap exists between their expectations about teaching, scholarship, and institutional service and the expectations of the new faculty members. New faculty members typically come to our institutions directly from graduate school or a postdoctoral research experience, and are genuinely enthusiastic about and expert in their own area of specialization. However, in almost all cases they are the only person in the institution with that specialty, and they typically find far less opportunity to pursue it than they would like. Liberal arts institutions push new faculty members to become generalists and to teach a range of introductory and other service courses within their department's curriculum. There are also pressures to serve students well through thoughtful and compassionate advising, to participate in the academic governance of the institution, and perhaps to participate in interdisciplinary courses.

To facilitate the transition of new faculty members to full professional status in our institutions and to encourage our institutions to be sensitive to issues unique to today's new faculty, with the help of a grant from the Fund for the Improvement of Postsecondary Education, we have initiated a program that focuses on new faculty matters. This program includes a series of workshops, a cross-institutional mentoring program to permit individuals with the same academic specialty but at different stages of their careers to interact, and a data base to track the careers of new faculty members coming into our institutions. This project has increased the sensitivity of many tenured faculty members and administrators to the special problems that new GLCA faculty members have in making their first major professional adjustment, and we are beginning to see reviews of institutional policies (tenure and promotion criteria, fringe benefits packages, child-care opportunities, life-style requirements) that may be having negative effects on the professional development of new faculty members.

Although GLCA has not taken a direct interest in curriculum development at our colleges since its early years, a second new area of concern suggests a cyclic trend. In conjunction with the Sloan Foundation's concerns with technology and the new liberal arts, we seek ways of assisting our liberal arts faculty members to teach new technological developments, including techniques of analysis and decision making. Our objective is, with the guidance and support of a working group from the campuses, to influence curriculum development at our colleges. The particular shape of the curricular renewal achieved will depend in large part on our experience while activities underwritten by our planning grant continue.

Finally, and least developed of these three emerging directions, is a renewed focus on minority issues in the recruitment of students and faculty and in the curriculums of our colleges. GLCA's successes in the area of women's studies, including providing support for the establishment of women's studies concentrations on several campuses, is not yet matched in the areas of minority concerns. We seek new ways of attracting minority students and faculty (the two problems are not unrelated) to our campuses. This may involve new outreach efforts to selected schools, junior colleges, and graduate programs. In this process we will undoubtedly rely on the expertise and initiative provided by a nucleus of concerned faculty members. Success in these efforts will certainly be enhanced by and will probably also lead to significant curriculum enhancements. Just as an appreciation of the new scholarship on women has led to new courses and to the revision of existing ones, so too will a renewed concern with the scholarship on and by minorities lead to similar changes. Since faculty members have direct control over the curriculum in all of our institutions, the faculty will benefit professionally both from having engaged in the change (and thus, growth) process and from gaining a sense of renewal that these curricular initiatives will bring.

Conclusion

In this chapter we have reviewed the evolution and growth of GLCA's commitment to faculty professional development, provided a sampling of the kinds of activities that we have found most effective, and suggested some directions we may take in the future. It is important to emphasize again that our program has developed in response to needs expressed by faculty members at GLCA colleges. Because they are by far the most important determiners of the directions our faculty professional development efforts will take, we take pains to keep multiple channels of communication open to faculty members. We distribute a newsletter to all GLCA faculty members several times each year, often including questionnaires and articles relating to our faculty program. We annually convene a representative faculty group, the GLCA Academic Council, to solicit their recommendations about GLCA program directions. The consortium officers regularly visit the GLCA college campuses and spend significant amounts of time in discussions with individual faculty members.

One final caution, however, is in order for those who would attempt to initiate collaborative professional development programs among faculty members from different institutions. Although our program is largely designed by and for the GLCA faculty, it could not exist without the approval and support of the key administrators at the GLCA colleges. The chief academic officers especially have been instrumental in providing this support. Through their advice and consent and through their direct financial support of faculty members from their institutions who wish to attend our programs, they play a key role in our efforts on behalf of the faculty.

One final lesson, then, is this: For a jointly sponsored faculty professional development program to be successful, it must be responsive to the needs of the faculty and involve them directly in the program development process. However, it is unlikely that any program can survive over time without the active approval and support of senior academic administrators. Balancing faculty needs and the needs perceived by chief academic officers is not as difficult as it might seem, as long as regular active channels of communication are available. But it would be a mistake to assume that any cooperative faculty professional development program could endure without devoting systematic efforts to maintaining those channels.

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Neil R. Wylie is vice-president of the Great Lakes Colleges Association. Previously, he served as an American Council on Education Governmental Fellow, and before that, taught psychology at Cornell College, in Mount Vernon, Iowa.

Jon W. Fuller has been president of the Great Lakes Colleges Association since 1974. During his presidency, the consortium has developed a major program emphasis on faculty professional development.

Appendix 12

GLCA

GREAT LAKES COLLEGES ASSOCIATION 220 COLLINGWOOD, SUITE 240, ANN ARBOR, MICHIGAN 48103 (313) 761 4833

August 27, 1986

Memo to: Those Interested in the GLCA Program for New Faculty

From: Neil Wylie, GLCA Vice President

A recent issue of Academic Leader described in some detail two of our initiatives on behalf of new faculty members at GLCA institutions, a conference on Academic Leadership for department chairs and a program for the interinstitutional mentoring of new faculty members. We are pleased that more than twenty people have asked for further information as a result of the article.

A possible source of misinformation in the article was the implication that GLCA offers academic leadership workshops on a regular, perhaps annual basis, and that our workshops are open to everyone. Actually, although the workshop we held last year was very well received and we may well repeat it in time, no concrete plans exist now for a repeat performance. Our only previous conference for department chairs was held in 1979, and dealt with faculty development at the departmental level.

In our leadership conference we tried to focus on topics which would directly benefit department chairs as well as indirectly benefiting new faculty in their departments. The enclosed copy of the conference schedule illustrates the range of topics covered and identifies the resource people used. You will see that the people who did presentations all had GLCA connections--one factor we have found helps to make our conferences successful.

The GLCA mentoring program for new faculty attempts to match a junior faculty member at one of our colleges with a tenured one with similar interests and perhaps academic specialty at another. Participants are sought through a variety of means, including an inquiry form published annually in the GLCA Newsletter (see sample form enclosed). We have formed approximately twenty-five mentoring pairs up to now who have actually met to discuss mutual concerns. Relatively few pairs have met more than once, but virtually all of the participants (mentor and "mentee") have reported the meetings had real significance and were well worth the effort. Several of our colleges, perhaps as a result of the stimulus provided by our program, have recently undertaken some form of mentoring program of their own.

The above activities, as well as a number of others, have been possible for us because of a grant from the Fund for the Improvement of Postsecondary Education. Our academic deans have authorized us to continue the mentoring program, with costs charged directly to their offices, once FIPSE monies run out. This is true even though the mentoring program is a confidential one, and operates outside of any institutional program for faculty evaluation. We are pleased with this vote of confidence by our deans.

I hope the above information is helpful to you, and answers most of your questions. I urge you to undertake similar programs on your own! They are well worth it, and will enhance the quality of academic life at your own institution. Please keep me informed of your attempts in these areas.

enclosures

P.S. Effective October 1, 1986, the GLCA address will be 2929 Plymouth Road, Suite 207, Ann Arbor, MI 48105-3206. The telephone number will remain unchanged.